

West Orange-Cove Consolidated Independent School District

West Orange Stark Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



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

WOSE serves approximately 1,119 students in Kindergarten through 5th Grade.

The demographic breakdown of students is as follows according to the 2021 TAPR Report:

African-American	51.4%
Hispanic	19.8 %
White	20.1%
American Indian	0.3%
Asian/Pac. Isl.	0.9%
2 or more races	7.5%

Demographics Strengths

WOSE's demographics have remained constant with none of our demographic groups increasing or decreasing by more than 1% over the last two years. We consider our diversity to be one of our greatest strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Most of our demographic groups are not hitting their academic STAAR targets (DOMAIN 3) **Root Cause:** There has been too much emphasis placed on reaching the "Approaches" threshold instead of the "Meets" which is where the new targets are set for all Mustang scholars.

Student Achievement

Student Achievement Summary

STAAR Comparison 2019 - 2022

<u>Grade/Subject</u>	<u>2019</u>	<u>2021</u>	<u>2022</u>
3rd Reading	51	42	55
3rd Math	47	29	34
4th Reading	51	44	56
4th Math	52	43	31
4th Writing	40	35	-
5th Reading	61	44	59
5th Math	68	43	38
5th Science	49	34	32

Student Achievement Strengths

Nearly every grade level is back to pre-COVID numbers. Programs and activities that have positively impacted reading improvement (STAR Renaissance, RPM, mClass, Neuhaus) will be continued. Guided Rotations continue to be implemented as it encompasses the RTI process and Progress Monitoring for all students.

Supplemental resources for math will be extended to include all grade levels (STEMscopes). Additional instructional materials will be purchased to cover the textbook adoption "gap years" (2 in Science, 4 for Math).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Major gaps still exist within our Math instruction at the lower levels K-2. Science is a focus of concern as well across the grade levels. **Root Cause:** Foundational skills are not being taught a Mastery Level for K,1, & 2.

Problem Statement 2: WOSE Math and Science scores lag behind regional and state averages (3-5) **Root Cause:** The lack of cross-curricular teaching and understanding of

common academic vocabulary terms continues to be an issue. For Science, we're not teaching the 40% lab requirement (hands-on).

School Culture and Climate

School Culture and Climate Summary

The WOSE culture has been mostly positive. There have been many obstacles to overcome and many challenges to face. Overall, STAAR results are (mostly) back to pre-COVID numbers, which means that the "Covid-slide" has been almost completely eradicated. There is still a teacher retention problem at WOSE. The normal personnel losses that occur from year to year (retirements, coaches moving from job to job, family-related transfers). The District has gone to great lengths to keep our salaries very competitive across the board, so money is no longer a primary reason why employees leave. We must identify the root causes for the teacher retention problems and address them. We hope that through our Mentor/Mentee Program that teachers will be supported and authentic feedback will be provided for the campus to be reflective about continuous growth.

School safety continues to be a top priority as we enter the 2022-23 school year. Campus protocols will be much more detailed than they have been in the last several years. The state-required door lock checks will be completed prior to the first day of instruction. The campus is also equipped with law enforcement personnel and metal detectors this year.

School Culture and Climate Strengths

The increased/improving STAAR scores and the recently approved teacher pay scale has strengthened the campus's overall culture. We will hopefully move our campus to an acceptable rating and make solid improvements for the 2022-23 school year. The staff at WOSE has worked tirelessly last year and we are seeking to make great academic strides this year together.

Reaching that milestone will improve our community's perception of the WOSE campus. Everyone continues to put in a lot of extra hours to make sure our students have the very best we can offer them in terms of technology, academic support, meal services, transportation, clean facilities and compassion.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teacher turnover is a significant problem at WOSE. **Root Cause:** There is a perceived lack of administrative support and communication.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our Human Resources Department does a great job recruiting the best available candidates to fill our openings, with a strong preference given to fully-certified teachers. We have a strong mentoring program in place to assist our new hires that appears to be working well. We are among the highest paying districts in Region V with a starting salary of \$50,000 for first-year teachers. We are working to minimize the number of long-term substitutes serving in critical needs areas (Reading/English, Math, Science, Social Studies, SPED, Bilingual/ESL). Training opportunities for those desiring to serve as substitutes are provided.

Staff Quality, Recruitment, and Retention Strengths

Strong recruiting, attendance at multiple job fairs throughout the state and beyond, in-house job fair every spring, emphasis on hiring certified personnel, mentoring program, competitive salaries, incentive pay, longevity pay.

WOSE is looking to minimize teacher turnover through consistent team building and the implementation of our excellent Mentor/Mentee program being implemented with fidelity.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are still several former staff members who list poor communication and a lack of support as reasons for leaving. **Root Cause:** In some cases, campus leadership hasn't clearly communicated with staff on an ongoing basis. This has led to perceived "chaos" and misunderstandings with the staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

WOSE utilizes the TEKS Resource System, which fully covers all of the state-mandated curriculum for all grade levels. Teachers are provided with an array of tools to assist with lesson planning and delivery. PLC meetings are held weekly on each campus to address identified learning needs, with an emphasis on improving lesson delivery. Daily instruction is evaluated by campus and district personnel on a regular basis utilizing the walk-through template in STRIVE. Feedback is provided to teachers on a regular basis regarding their lesson plan and classroom performance.

The camps and district uses/offers a variety of locally developed assessments along with the state-provided Beginning-of-Year (BOY) assessments and Interim Assessments. The District also requires at least two benchmark (STAAR Mock) exams during the year in order to better assess where students are performing and under-performing. The District administers STAAR, STAAR Alt II, TELPAS and TELPAS Alt as required by the state. For our lower grades that do not take STAAR, we utilize assessments provided in our Imagine Learning platform. K-2 students are assessed using mCLASS (Commissioner-approved reading screener) three times per year.

Curriculum leaders meet with Central Office staff monthly to assess progress and needs. Campuses develop testing calendars that align with TEA's Assessment Calendar for the current year.

Curriculum, Instruction, and Assessment Strengths

We provide a robust, challenging, and vetted curriculum for all of our 1130+ students. Timelines for all assessments are provided at the beginning of the year. Common planning times have been made available everywhere it is possible to do so. PLCs are required WOSE. With STEAM we are taking a very hands-on approach to learning. Our data analysis capacities have grown considerably with the use of Eduphoria, Lead4Ward, mCLASS, and Skyward. Campus data boards are updated regularly.

Strategies are in place and evaluated annually for all students who meet one or more of the 14 "At-Risk" categories identified under State Comp. Ed. (SCE).

The use of the TIDE platform for testing has streamlined on the WOSE campus. A locally developed assessment flowchart is used for testing/assessing students prior to the next round of testing.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Significant learning gaps exist in Reading and Math. **Root Cause:** Students are leaving Kindergarten, first and second grade without adequate literacy and numeracy skills.

Problem Statement 2: Transition grades (NELC to WOSE; 5th grade from WOSE to WOSMS; 8th grade from WOSMS to WOSHS) are still struggling academically. **Root Cause:** Students aren't being prepared at the levels of rigor necessary to be successful at the next level.

Parent and Community Engagement

Parent and Community Engagement Summary

Our campus held several meetings for parents during the year. Parents were provided with opportunities to become more involved in their child's education. All teachers are provided with Parent/Teacher conference periods. All parents have access to the Parent Portal which houses up-to-date student grades and attendance information. We utilize a district-wide call-out system when emergencies arise. Our Facebook page generates a lot of interest.

WOSE provides opportunities for parents/family members to be actively involved in the school-life of their child(ren). Title I funds have been set-aside for Parent/Family Engagement activities.

Parent and Community Engagement Strengths

Title I meetings held early in the year on all campuses

Progress reports/report cards provided regularly

Teachers are provided with time for meeting with parents when needed

Meet the Teacher events are well-attended at WOSE

We are excited about partnering with our parents this year

The parent portal is accessible and available to all parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent/Family Engagement policies need to be updated at the campus level. Parent Compacts need to be updated and posted. **Root Cause:** WOSE will need to designate a person (or a committee) to ensure this occurs in a timely manner.

School Context and Organization

School Context and Organization Summary

We are a very diverse learning community. Overall, approximately 90% of our students are identified as economically disadvantaged. The campus is unified in pursuing its stated mission and vision. The administrative team has clear job descriptions and expectations have been made clear. Team members are encouraged to take risks and be innovative. WOSE has great support systems in place throughout the campus. We have been able to make great strides with Covid Recovery Learning Losses and we need intend to build on the foundational path that has been set.

School Context and Organization Strengths

The campuses's overall mission is to move the student's to academic excellence. The majority of our leadership team at the campus is new, but they are highly qualified and the team at the WOSE is building a strong unit. There is a clear chain-of-command. Our returning employees understand that working here requires a lot of grit and tenacity. Our Board has remained constant for several years, which is a plus for us.

At WOSE, we understand the importance of accountability and 21st Century learning. We have a system of supporting our struggling students and teachers.

Technology

Technology Summary

We are a one-to-one District and the WOSE campus is one-to-one. Any students who needed a District-owned device is provided one. The District intends to purchase additional devices with ESSER III funds during the 2022-23 school year. Availability may be an issue with bulk purchases. The majority of our teachers have interactive panels in their classrooms and access to a robust menu of online tools to assist with their planning and instructional delivery.

WOSE Teachers use several learning platforms along with technology to challenge our students and have them explore new learning opportunities in a digitized society. This year we have incorporated STEAM onto the campus and students will increase their use of technology for academic learning, problem-based solving, and creative enrichment learning.

Technology Strengths

Knowledgeable and responsive technology team; ample number of devices for all staff and students; wide array of online tools and support; additional staff members will be hired for 2022-23.

This year a bulk of our academic instructional resources are online tools to prepare our students for digital-learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students that transition from 2nd Grade to 3rd Grade to taking the STAAR online struggle with initially assessing online with a chrome book **Root Cause:** These students in their early years have used primarily pencil and paper to complete their instructional expectations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: WOCCISD will promote an atmosphere of high expectations within a culture of care, respect, and consequences.

Performance Objective 1: At WOSE, we are a team that has high expectations and the goal is to produce 'Excellence' in everything we do for our students. We have adopted CKH - Capturing Kids Hearts this year and it promotes respect for one another, tools that promote healthy interactions, and accountability for the decisions that individuals make daily,

High Priority

HB3 Goal

Evaluation Data Sources: We will review the Discipline Report from Skyward and analyze the data from the CKH program to ensure the program is being used with fidelity.

Strategy 1 Details	Reviews			
Strategy 1: Analyze data to provide instructional strategies that support different sub-populations Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: We will utilize previous STAAR data to generate Plus 10 to "Meets goals" for individual students Strategy's Expected Result/Impact: -Improved performance in Domain 2: School Progress -Each student will achieve at least 1.5 years of growth Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Utilize universal screener to place students in appropriate Guided Rotations and In-House Tutoring sections for leveled instructions and interventions Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Additional Targeted Support Strategy		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Use Imagine Learning lessons and TEKS aligned resources to target specific areas during interventions Strategy's Expected Result/Impact: -Student growth in overall reading abilities Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach Interventionist Additional Targeted Support Strategy Funding Sources: Imagine Learning licenses - 199 - General Fund: SCE - \$25,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students Strategy's Expected Result/Impact: -Utilizing resources with fidelity -Monitoring of student growth -Providing feedback Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - ESEA Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Update virtual data room (accountability dashboard) after each unit assessment to improve instructional practices Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Employ data talks during PLCs to determine the areas to recover learning loss, target specific learning standards, and generate future goals Strategy's Expected Result/Impact: -Data-driven decisions -Decreased learning gaps -Student growth Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Share differentiation strategies during our PLCs and campus professional development sessions. Strategy's Expected Result/Impact: -Increased student growth and achievement -Close achievement gaps Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Implement the Response to Intervention (RtI) process with fidelity through Guided Rotations Strategy's Expected Result/Impact: -Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details		Reviews			
Strategy 10: Utilize Star Reading assessments to identify students' Zone of Proximal Development and Index Reading Level in order to select books within their reading level, and STEAM has been incorporated to move the Science and Math. Strategy's Expected Result/Impact: Increase independent reading Increase comprehension Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Funding Sources: Renaissance STAR access - 199 - General Fund: SCE - \$15,000		Formative			Summative
		Nov	Feb	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Goal 1: WOCCISD will promote an atmosphere of high expectations within a culture of care, respect, and consequences.

Performance Objective 2: The campus will follow the schedule of CKH Character Lessons & Traits weekly as scheduled. The Team of CKH Champions will continue to support the implementation of the tools and resources to cultivate the environment. In addition, the campus will have monthly team gatherings to promote togetherness along with monthly team building activities.

High Priority

HB3 Goal

Evaluation Data Sources: We will track staff members attendance to team building events and eagerness to participate in extra-curricular activities to create a sense of belonging for our Mustang Scholars.

Strategy 1 Details	Reviews			
Strategy 1: Analyze data to provide instructional strategies that support different sub-populations Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize previous STAAR data to generate Plus 10 goals to "Meets" for individual students Strategy's Expected Result/Impact: -Improved performance in Domain 2: School Progress -Each student will achieve at least one year of growth Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize universal screener to place students in appropriate tier levels during interventions Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Additional Targeted Support Strategy		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Use Imagine Learning lessons to target specific areas during interventions Strategy's Expected Result/Impact: -Student growth in overall mathematics abilities Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Additional Targeted Support Strategy Funding Sources: - 211 - ESEA Title I, Part A - \$11,500, - 410 - Instructional Materials Allotment		Formative			Summative
		Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Update our data room (accountability dashboard) after each unit assessment to improve instructional practices Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students Strategy's Expected Result/Impact: -Utilizing programs with fidelity -Monitoring of student growth -Providing feedback Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals Strategy's Expected Result/Impact: -Data-driven decisions -Decreased learning gaps -Student growth Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Share differentiation strategies during our instructional PLCs Strategy's Expected Result/Impact: -Increased student growth and achievement -Close achievement gaps Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Implement the Response to Intervention (RtI) process with fidelity Strategy's Expected Result/Impact: -Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: WOSE will provide timely tutorial sessions for students who are struggling with core content (STAAR-tested areas: Reading, Math, Writing, Science). Strategy's Expected Result/Impact: We expect gains of at least 5 % in Domain 1 in each of the levels (Meets, Masters). Staff Responsible for Monitoring: Campus administrative team, teachers employed to provide tutorials TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: extra-duty pay, materials, supplies, transportation/food service costs) - 199 - General Fund: SCE - \$12,000, - 211 - ESEA Title I, Part A - \$25,000	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: WOCCISD will promote an atmosphere of high expectations within a culture of care, respect, and consequences.

Performance Objective 3: Teachers and students are utilizing PBSI to address, support and cultivate learning environments with strong routines and procedures. The use of PBSI in classroom, common areas, and throughout the campus is the clear expectation that is to be used daily. As students are growing socially and emotionally, they will grow academically too.

High Priority

Evaluation Data Sources: A reduction of referrals in the classroom and common areas are to be the result in the Skyward system. Data will also be taken on the application of CHMAPS by various teachers and the outcome of their students behavior.

Strategy 1 Details		Reviews			
Strategy 1: Analyze data to provide instructional strategies that relate to the instructional practices of the teacher using the T-TESS rubric. Strategy's Expected Result/Impact: The result should be that teachers understand the components of being a Proficient teacher to moving to Accomplished. Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Utilize Eduphoria Aware reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged and Two or More Races) Strategy's Expected Result/Impact: -Data-driven instruction -Knowledge of students Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize campus-wide writing strategies which includes the de-escalation methods by CKH Strategy's Expected Result/Impact: -Student growth and achievement -Increased content knowledge and expertise -Writing activities vertically aligned Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Funding Sources: - 199 - General Fund - \$6,300	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Writing response opportunities will be expected across the campus and addressing of 2.0 ELAR formatted questions. Strategy's Expected Result/Impact: -Progress monitoring -Writing activities in journals and portfolios aligned to TEKS -Writing will be supported through increased reading skills Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Funding Sources: - 255 - ESEA Title II, Part A Teacher & Principal Tr - \$250	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: WOCCISD will promote an atmosphere of high expectations within a culture of care, respect, and consequences.

Performance Objective 4: Staff members will participate in various positive team building opportunities that will be available. In addition, the team will do the series will participate in the Book Study - The Energy Bus, along with mentoring support.

High Priority

Evaluation Data Sources: The data from the Mentor/Mentee will allow us to see if the meetings and various campus collaboration and make the appropriate implementation and adjustments.

Strategy 1 Details	Reviews			
Strategy 1: Analyze data to provide instructional strategies that support different sub-populations Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach Numeracy Coach	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum and TEKS aligned resources Strategy's Expected Result/Impact: -Reflected in virtual journals for students -Improvement on unit assessments Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach Funding Sources: - 199 - General Fund - \$2,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Use of hands-on/virtual labs at least 1-2 times weekly Strategy's Expected Result/Impact: -Student growth and achievement -Lab opportunities increased Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: WOCCISD will maintain a safe and secure environment that provides our faculty, staff, and students the peace of mind necessary for the pursuit of excellence.

Performance Objective 1: WOSE will conduct regular safety-related drills including monthly fire drills, intruder/lockdown drills, and shelter-in-place drills.

Evaluation Data Sources: Log of dates drills were held, evaluation, recommendations for improvement

Strategy 1 Details	Reviews			
Strategy 1: Monthly fire drills will be conducted as required. Shelter-in-place and intruder drills will be held at least once during the year. Strategy's Expected Result/Impact: Improved student safety protocols. All stakeholders will be prepared in the event of an emergency. Staff Responsible for Monitoring: Principal, Associate/Assistant principals	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: WOCCISD will maintain a safe and secure environment that provides our faculty, staff, and students the peace of mind necessary for the pursuit of excellence.

Performance Objective 2: WOSE will utilize the WOCCISD Police Department to assist with behavioral issues as needed, and WOSE staff is equipped and all trained to support SEL and students with disability needs.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership and Police Department personnel will document campus visits, interventions with students. Strategy's Expected Result/Impact: Improved communication between campus and police personnel. Staff Responsible for Monitoring: Principal, Associate/Assistant Principals, Chief-of-Police, officers	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: WOSE will provide opportunities to increase family involvement.

Performance Objective 1: Increase school and community involvement

Strategy 1 Details	Reviews			
Strategy 1: Utilize translation apps to communicate effectively with parents Strategy's Expected Result/Impact: -Increased parental involvement throughout the school year Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase parent/teacher communication and involvement by offering opportunities, such as: Meet the Teacher, Family Literacy Night, Book Fair, STAARY Night, Title I Parent Meeting, musical programs, school improvement and open house meetings. Strategy's Expected Result/Impact: -Sign in sheets, parent logs, informational call-outs -Parent/teacher communication increased parental involvement Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Counselors	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: WOCCISD will ensure that every campus and department develops and understands the characteristics of the ideal WOCCISD employee.

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

Evaluation Data Sources: Certification checks

Strategy 1 Details	Reviews			
Strategy 1: Provide long-term substitutes, teachers new to the teaching profession and campus with mentors Strategy's Expected Result/Impact: -Retain teachers Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 255 - ESEA Title II, Part A Teacher & Principal Tr	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The dean of instruction, academic coaches, CILT leaders, and mentors will assist teachers with implementing research-based instructional strategies, meaningful feedback, lesson planning techniques, and data analysis. Strategy's Expected Result/Impact: -Teacher retention -Teacher support Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Literacy Coach Numeracy Coach Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: All available administrators will assist in selecting new hires. Strategy's Expected Result/Impact: -Hiring of quality, certified staff members Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: All teaching staff will be trained in best practices for teaching utilizing EduHero and other professional development opportunities at our ESC. Strategy's Expected Result/Impact: -T-TESS academic and professional goals are accomplished Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Literacy Coach Numeracy Coach Assistant Principals Funding Sources: - 199 - General Fund - \$6,200	Formative			Summative
	Nov	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: WOSE will promote a positive image.

Performance Objective 1: Provide a safe and secure learning environment

Evaluation Data Sources: Positive image through multiple resources

Strategy 1 Details	Reviews			
Strategy 1: Invite additional business leaders to serve on our Campus Improvement Plan (CIP)Team Strategy's Expected Result/Impact: -Increased community partnerships Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Literacy Coach Math Coach Science Coach Interventionist - Academic Team Teachers Campus Improvement Plan (CIP) Team	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: WOSE will maintain an up-to-date website describing upcoming events and important dates. Strategy's Expected Result/Impact: -Photos, calendar, and announcements will reflect current activities and events Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals Secretary Webmaster	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement CHAMPS with fidelity Strategy's Expected Result/Impact: -Quiet and orderly hallways -Improved behaviors -Decreased office referrals -Increased student engagement -Safe, orderly cafeteria Staff Responsible for Monitoring: Principal Associate Principals Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Build a bridge between the community and school through the community liaison's home visits, student home visits, teacher phone calls, and consistent communication Strategy's Expected Result/Impact: -Increased attendance -Decrease in discipline behaviors -Positive communication with school and community -Parent contact logs Staff Responsible for Monitoring: Principal Associate Principals Community Liaison Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Communicate successes by sending home newsletters and uploading photos to the district's Facebook page Strategy's Expected Result/Impact: -Positive communication with school and community Staff Responsible for Monitoring: Principal Associate Principals Secretary Webmaster	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annely Domas	Literacy Coach	WOSE	1.0
Athena Jefferson	Associate Principal	WOSE	1.0
Carltives Zetar	Community Liaison	WOSE	1.0
Chaley Cleckley	Paraprofessional	WOSE	1.0
Janee Alcodray	Numeracy Coach	WOSE	1.0
Kathryn LeBlanc	Interventionist	WOSE	1.0
Ke'Andria Mims	Paraprofessional	WOSE	1.0
Kentra Manaway	Paraprofessional	WOSE	1.0
Skylar Rowley	Science/Social Studies Coach	WOSE	1.0
Tamyra Thibodeaux	Paraprofessional	WOSE	1.0
Vlynn Kepley	Teacher	WOSE	1.0

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$6,300.00
1	4	2			\$2,000.00
4	1	4			\$6,200.00
Sub-Total					\$14,500.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Imagine Learning licenses		\$25,000.00
1	1	10	Renaissance STAR access		\$15,000.00
1	2	10	extra-duty pay, materials, supplies, transportation/food service costs)		\$12,000.00
Sub-Total					\$52,000.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	4			\$11,500.00
1	2	10			\$25,000.00
Sub-Total					\$36,500.00
255 - ESEA Title II, Part A Teacher & Principal Tr					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$250.00
4	1	1			\$0.00
Sub-Total					\$250.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
Sub-Total					\$0.00