

West Orange-Cove Consolidated Independent School District



West Orange Stark High School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of West Orange-Stark High School is to partner with our community to instill pride in all our students while empowering them with the necessary postsecondary college and career readiness skills to become productive successful citizens.

Vision

West Orange-Stark High School where students, parents, and the community work as one to contribute to society in a positive and productive manner.

Value Statement

Inspire, Achieve, Celebrate 112% Everyday

Table of Contents

Comprehensive Needs Assessment	4
Priority Problem Statements	6
Data Documentation for CNA	8
Improvement Planning Data	9
Accountability Data	9
Student Data: Assessments	9
Student Data: Student Groups	10
Student Data: Behavior and Other Indicators	10
Employee Data	10
Parent/Community Data	10
Support Systems and Other Data	10
Goals	11
Goal 1 : WOCCISD will promote an atmosphere of high expectations within a cultur...	12
Goal 2 : WOCCISD will maintain a safe and secure environment that provides our f...	26
Goal 3 : WOCCISD will provide opportunities to increase family involvement.	28
Goal 4 : WOCCISD will ensure that every campus and department develops and un...	30
Goal 5 : WOCCISD will promote a positive image.	33
Title I Summary	35
Title I Personnel	36
Funding Summary	37
199 - General Fund	38
211 - ESSA Title I, Part A	38
255 - ESEA Title II, Part A Teacher & Principal Tr	38
Addendums	39



Comprehensive Needs Assessment



Priority Problem Statements

Problem Statement

Root Cause

1★

Student and staff safety are of paramount concern to WOSHS. We focus on fully implementing the recommended "I love u guys" Foundation Protocol on our campus as recommended by the Texas School Safety Center and Incident Command Training. We are committed to training staff, students, and visitors on this system through postings, in English and Spanish, in every classroom, common area, and hall.

We want to ensure the absolute safety of every student, staff member and visitor to WOSHS. As violence continues each day we are committed to every aspect of safety, including reunification, incident command expectations, and partnerships with our law enforcement agency(ies).

2★

As a campus we must target: *STAAR Performance...We must work to become a TEKS Mastery district. We must force instruction to focus on the TEKS and Standards (CTE) in order to surpass minimal expectations.

We must utilize Advisory Teachers as a means to target students who have traditionally performed at the Approaches level and push them towards Meets status; Target those who have traditionally performed at the Meets level and push them to Masters level. We must follow-up with Advisory teachers and provide templates on how to "advise" students in assisting the guidance and administrative staff.

3★

As a campus we must target all areas that we can push to the next level, including: *Seeking out students who are meeting and mastering standards, and pushing them to enroll in TSI-level courses. *Ensuring students learn about Industry-Based Certification opportunities and ensure declaration of pathways as early as possible.

Lack of knowledge on the opportunities, even though we do have class informational meetings; We must educate parents, community, and feeder schools, including at the elementary level;

4★

Oftentimes new staff new members are unclear of lesson cycle, components of state standards, how to appropriately teach material with rigor, and how to utilize student data to drive instruction.

This can be an issue because of not being directly taught in teacher certification programs; However, WOSHS is committed to working closely to teach staff the expectations so as to work more effectively and efficiently

5★

School Achievement starts with Attendance! WOSHS is working diligently to achieve a 90% or higher rate for the 2022-2023 school year.

Students do not understand the attendance of being in every class every day. We are working diligently to engage students each day in every class and to ensure relationship building throughout our building.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data

- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ 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

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation



Goals

Goal 1

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

Performance Objective 1 High Priority

Increase reading, writing and mathematics fluency in core areas with an emphasis on higher order thinking skills in order to close the gap between average district STAAR scores and average state STAAR scores. Principal, Assistant Principal, and Associate Principal work closely as a unit to oversee CILT Team members and coordinates uniform lesson plans and works to ensure that instruction is focused on data. Lesson plans will be submitted weekly using the TEKS Standard, process and readiness standards that will ensure focus on data-driven student needs. Lead 4Ward resources will also be utilized in targeting student needs effectively and strategically. Increased focus on coaching teachers using the Get Better Faster Model, providing teachers with specific techniques and areas in which to refine instruction. Early plan of action for December STAAR re-testers. Kick off for SIRIUS in Academic Seminar was in early September. Teachers who teach upper level core English and Math are trained on systems that target CCMR and College Readiness; TSIA training and follow-up was conducted. In addition teachers are tiered by ability, provided support based on their ability level, and issued plans for growth, if needed, targeting areas where rapid improvement is expected. In addition we are implementing the co-teach model to better serve Special Education students in General Education classes.

Spring 2026 Data --On Top
Spring 2025 Data

Subject	Approaches	Meets	Masters
ELA I	55 45.41%	27 29.59%	4 6.63%
ELA II	61 57.4%	42 35.5%	1 1.18%
Biology	80 81.43%	25 34.29%	10 8.5%
Algebra	77 79.77%	21 39.31%	4 16.76%
U.S. History	81 86.61%	29 33.07%	14 10.24%

Summer Re-Test Data:

ELA I	18.06%	4.17%	0%
ELA II	13.51%	2.7%	0%
Biology	53.33%	0%	0%
Algebra	9.52%	4.76%	0%
U.S. History	71.43%	0%	0%

Academic Goals for 2025-2026:

English I- GOAL: 60% from 45.41% in 2025
English II-GOAL: 67% from 57.4% in 2025
Algebra-GOAL: 89% from 79.77% in 2025
Biology-GOAL:91% from 81%
United States History-GOAL: 90%+ to maintain from 86%

Academic Goals For 2023-2024:

English I- GOAL: 60% from 50% in 2023(Up 12 from 32 last year)
English II-GOAL: 64% from 54% in 2023(Up 3 from 51 last year)
Algebra-GOAL: 81% from 71% in 2023 (Up 17 from 54 last year)
Biology-GOAL:84% from 74% (Up 18 from 56 last year)
United States History-GOAL: 88% to maintain from 88% (Up from 71 last year)

2023-2024:

		App.	Meets	Masters
English I	44(50)(32)	25(32)(19)	4(3)(2)	
English II	53(54)(51)	30(29) (35)	1(1)(3)	
Algebra I	70(71) (54)	21(29) (28)	6(17)(17)	
Biology	73(74) (56)	22(25)(28)	3(4)(3)	
U.S. Hist.	85(88) (71)	26(45)(44)	6(15)(22)	

***We must work deliberately on increasing scores across the board. We must take advantage of LSCO facilitators and insist on them teaching the U.S. STAAR-related TEKS and concepts when are students are on campus in order to really aim for Meets and Masters-level scores.
***In addition we are continuing to be deliberate in placing Advisory students,
***We are also moving teachers as needed to areas of strength.
****We are strategically working to ensure that there is vertical alignment in all content areas; We want to grow teachers in their content area and work to ensure that they stay...
***We have completed Acceleration Plans for all students not meeting standard on any portion of the STAAR EOC exams. We have updated our plans each time new re-test arrive.
****We have actively recruited veteran certified Math teachers to push towards TEKS mastery in Math and push towards CCMR as shown through performance on TSI, ACT, and SAT

Evaluation Data Source: Each teacher will create a goal, with all STAAR teachers creating a plus ten goal based on performance last year and based on the needs of each student this year.
Improved academic growth in students on Unit assessments and STAAR scores; We will monitor student progress in STAAR tutorials through SIRIUS progress reports.
Data from Unit Assessments and MOY and EOY assessment data;
Spring 2026 Data --On Top
Spring 2025 Data

Subject	Approaches	Meets	Masters
ELA I	55 45.41%	27 29.59%	4 6.63%
ELA II	61 57.4%	42 35.5%	1 1.18%
Biology	80 81.43%	25 34.29%	10 8.5%
Algebra	77 79.77%	21 39.31%	4 16.76%
U.S. History	81 86.61%	29 33.07%	14 10.24%

Strategy 1 Additional Targeted Support Strategy

Data assessment multiple times within each grade reporting period; Data will provide specifics for reteaching, continued scaffolding, etc.;

Provide for teachers weekly PLCs (Tuesdays) with Instructional Coaches, Associate Principal, and Principal in order to ensure collegiality, collaboration, etc. among teachers to focus on TEKS;

Each PLC is aligned with that department's needs in the areas of data and instructional strategies.

Daily Academic Seminar period specifically targeted at each Individual Student's STAAR needs; Associate Principal and Principal will work with CILT Team Leaders and Instructional Coaches to create a plan of action to target STAAR re-testers early on; Sirius usage as well as targeted instruction will be assessed by ILT committee in each tested area.

Walk throughs conducted daily and throughout the week by campus and district administrators, providing rapid feedback to teachers; The Get Better Faster Coaching Model is utilized by administrators in coaching all teachers up.

Technology integration in all classrooms to ensure student's ability to seek and expand on their on knowledge;

Increased emphasis on English Language Proficiency Standards (ELPS) campus wide...to ensure that a wealth of techniques are utilized in reaching the students; Discussion and Implementation of BICS and CALP strategies with ESL students.

Strategy's Expected Result/Impact: Progress in student achievement as documented in assessment results;

Staff Responsible for Monitoring: Principal

Associate Principal of C&I

Assistant Principals, Academic Coaches, Teachers

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

April

June

Strategy 2

Students will use journal writing and interactive notebooks to reinforce writing skills and to explain processes, complete campus mandated Bell Ringers, experiments, record findings, record data, and to enhance literacy; Teachers will continue to work to align writing prompts and materials to reflect STAAR writing and short answer questions. We are leaning on our ELA Instructional Coach to build instructional writing capacity in teachers all around campus

Strategy's Expected Result/Impact: Evidence of improved writing skills in all core areas; improved performance on testing

Staff Responsible for Monitoring: Principal
Associate Principal
Associate Principal of CCMR
Assistant Principals, Academic Coaches, Teachers

Formative Reviews

November

February

April

June

Strategy 3

Incorporate Balanced Literacy program into reading and writing curriculum in ELAR. Teachers provide all students with a wealth of opportunities to speak, read, write, and provide immediate feedback on their work. Teachers allow students to dialogue with one another about the work and encourage students to collaborate with one another. Teachers will implement ELPS strategies that not only help English Language Learners, but also provide a wealth of Listening, Speaking, Reading and Writing opportunities for all students.

Strategy's Expected Result/Impact: Student Grades
Increased Lexile levels
Increased scores on assessments

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Assistant Principals, ELAR Teachers, Instructional Coaches

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

February

April

June

Strategy 4

Integrate advanced academic programs for all identified gifted and talented/advanced students; Increased participation in Career and Technical Education courses; Expand opportunities to educate students, parents, community, and feeder schools on opportunities at West-Orange Stark High School on declaration of a career pathway in order to choose programs wisely for successful completion of the components.

Strategy's Expected Result/Impact: Increase in the number of students in Gifted and Talented Advanced Academic classes and Ea
Increased numbers of students earning Industry Based Certifications and completing CTE course sequences

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals, Academic Coaches, Counselors, GT Teachers

Formative Reviews

November

February

April

June

Strategy 5

Inclusion support for special education students in all ARD Committee identified student need areas. Each grade reporting period, both 3- and 6-weeks periods, will result in progress updates from Special Education Case Manager on acquisition status of IEP goals. Teachers and SpEd Inclusion Teachers will collaborate to ensure that students IEP-determined modifications and accommodations are being implemented.

Strategy's Expected Result/Impact: Progress in student achievement towards grade level, subject matter TEKS and IEP goals.

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals, Academic Coaches, Counselors, Diagnostician,
Special Education Teachers

Funding Sources: personnel, training 199 - General Fund,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

April

June

Strategy 6

Administrative Team, including Counselors, will continue to improve all means of communication and collaboration on campus through use of Google Classroom and Clear, Precise communication; Development and Implementation of Teacher Toolkit; Heightened sense of accountability and fairness to all.

Strategy's Expected Result/Impact: Informed staff all speaking same language; knowledge of all this occurring on campus in order to ensure dissemination of information;

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Assistant Principal
Counselors/Guidance Staff

Formative Reviews

November

February

April

June

Strategy 7

Increase the numbers of students taking TSI, PSAT, and SAT test. Students have additional support in developing preparedness for these tests through Edgenuity and TSIA lessons.

Strategy's Expected Result/Impact: Higher SAT scores that will positively impact college acceptance rates. Students qualifying as National Merit Scholars or SemiFinalists.

Staff Responsible for Monitoring: Principal; Associate Principal of C&I; Associate Principal of CCMR; Assistant Principal

Formative Reviews

November

February

April

June

Performance Objective 2 High Priority

Align curriculum, lesson plans, instruction and assessments with TEKS; Focus in PLCs on planning lessons, lesson cycle, using data to specifically drive individualized student instruction, aligning curriculum using TEKS Resource System and YAG with planning and implementing lessons; Instructional Coach will provide instructional leadership focus, guidance and feedback each week in PLC meetings. Instructional Coaches and CILT Team Leaders will provide ongoing support and will assess growth in lesson plan submissions, instructional delivery, and student data from unit and summative assessments. ILT members work

diligently in aligning the rigor of the verbs in lesson planning and delivery. We are honing in on the Essential Questions and Student Learning Objective.

Associate Principal of Curriculum & Instruction has partnered with Instructional Technologist to ensure that all core departments are specifically trained on Eduphoria, specifically in Forethought. The goal is to maximize teaching of instructional content and to ensure that we track the frequency that standards are implemented in the lessons. Early PLC meetings focus on applying rigor and team evaluation of what that looks like in practice.

Feedback is awarded weekly on lesson plans in the Eduphoria system which automatically sends staff an email for notification purposes. Gradebooks are explored by CILT Leaders and registrar weekly.

Renewed focus on the Get Better Faster Model which will provide specific techniques in which students can use to refine instruction in an effort to reach all student's needs.

Evaluation Data Source: Evidence found in lesson plans, PLC minutes, RPM notes and classroom observations; Weekly/Monthly checks of standards usage data to ensure clasroom coverage of TEKS. Student data disaggregation; War Room postings and evaluations;

Spring 2025 Data

Subject	Approaches	Meets	Masters
ELA I	45.41%	29.59%	6.63%
ELA II	57.4%	35.5%	1.18%
Biology	81.43%	34.29%	8.5%
Algebra	79.77%	39.31%	16.76%
U.S. History	86.61%	33.07%	10.24%

Summer Re-Test Data:

ELA I	18.06%	4.17%	0%
ELA II	13.51%	2.7%	0%
Biology	53.33%	0%	0%
Algebra	9.52%	4.76%	0%
U.S. History	71.43%	0%	0%

***We must work deliberately on increasing scores across the board. We must take advantage of LSCO facilitators and insist on them teaching the STAAR-related TEKS and concepts when are students are on campus.

***In addition we are continuing to be deliberate in placing Advisory students,

***We are also moving teachers as needed to areas of strength.

****We are strategically working to ensure that there is vertical alignment in all content areas; We want to grow teachers in their content area and work to ensure that they stay...

***We have completed Acceleration Plans for all sdents not meeting standard on any portion of the STAAR EOC exams. We will update our plans once the Summer 2024 scores arrive in early August.

Strategy 1

Provide campus based staff development focusing on rigor and lesson plan development through individual, department, and campus activities as well as through the professional

development facilitated by Associate Principal, CILT Team Leaders, and Instructional Coaches. Experienced instructional coaches and CILT Team Leaders ensure that substitute teachers have lesson plans and that student work is assessed;

Strategy's Expected Result/Impact: Instruction reflects higher levels of learning through data disaggregation from Unit Assessments and STAAR, LPAC, and other mandated assessment results; Student data is generated and discussed readily as it is displayed in campus "War Room" ensuring that it is the focus of each professional development and instructional conversation; TTESS evaluations, walkthroughs and feedback, giving teacher an area of reinforcement and an area of refinement, as well as written documentation; Admin Team shares data from walk throughs with all administrative staff in an effort to target teacher/instructional supports that need to be implemented.

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals
Central Office Support
All Staff

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

April

June

Strategy 2

RPM (Reflective Practice Model) boards in core areas

Strategy's Expected Result/Impact: Evidence of alignment to TEKS through posted Performance Assessments in TEKS Resource System.

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals
Assistant Superintendent of Curriculum and Instruction
Academic Coaches
Teachers

TEA Priorities: Improve low-performing schools

Formative Reviews

November

February

April

June

Strategy 3

Data charts tracking Plus Ten Goals and student data tracking

Strategy's Expected Result/Impact: Student academic growth

Appropriate Tiering with interventions

Staff Responsible for Monitoring: Principal

Associate Principal of C&I

Associate Principal of CCMR

Assistant Principals

Academic Coaches

Teachers

TEA Priorities: Improve low-performing schools

Formative Reviews

November

February

April

June

Strategy 4

TEKS Resource System will be utilized for curriculum; TEKS Resource System Implementation Guide and TEXGuides are also utilized.

Strategy's Expected Result/Impact: Improved alignment and rigor in the classroom

Staff Responsible for Monitoring: Principal

Associate Principal of CCMR

Associate Principal of CCMR

Assistant Principals

Academic Coaches

Teachers

Formative Reviews

November

February

April

June

Performance Objective 3 High Priority

Utilize comprehensive intervention program for all students to monitor student progress, including five day a week Academic Seminar for all students, Inclusion Teacher collaboration with subject matter teacher of record; ELPS embedded in every lesson and displayed along with lesson objective daily; Individualized attention for all students maximizing their potential whether IEP is in place, 504 plan, as well as pushing students towards Texas Success Initiative (TSI) college-ready/College Career Military Readiness status; Promote dual enrollment, Promote the benefits of the ASVAB, not just for military-interested students, but to maximize score summary in identifying possible college/career path information for students; Regularly evaluate and confer with Central Office and School Board Curriculum and Instruction Staff about needed changes in grading policy (EIC Local) as more articulation programs are added through LSCO and other possible post secondary institutions Work towards establishing criteria for taking Honors courses and SAT tests in an effort of promoting more rigorous performance. Ensure that all students are familiar with grade point system and understand how GPA is established based on course selected and weight associated with the grade earned in that course (EIC Local). Work diligently with teachers on differentiating and extending the learning in all honors classes.

Evaluation Data Source: Focused intensive instruction, documentation of parent communication; Updating parents on student IEP progress during each 6-week reporting period; Ownership of goals set by students...Plus Ten Goals;
Class meetings/Parent meetings/Community meetings held by Administrators;
Meeting held with feeder middle school to help students to declare career pathway option as soon as possible to maximize high school industry-based certification opportunities;
PSAT and SAT tests were administered in Fall for sophomores, juniors, and seniors. We are ecstatic that we have been able to pay the test fees for all of these students! In addition we have added additional ACT and SAT Weekend opportunities to give students opportunity to work on increasing scores.

Strategy 1

Continue use of EOC classes in content areas

Strategy's Expected Result/Impact: Increased pass rate of previously unsuccessful students on STAAR/EOC exams

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals
Counselors
Academic Coaches

Formative Reviews

NovemberFebruaryAprilJune

Strategy 2

Continued development of Rtl pilot program.

Strategy's Expected Result/Impact: Increased pass rate of previously unsuccessful students on STAAR/EOC exams

Staff Responsible for Monitoring: Principal
Associate Principal of CCMR
Associate Principal of C&I
Assistant Principals
Counselors
Attendance Clerks

Formative Reviews

NovemberFebruaryAprilJune

Strategy 3

Development of coherent academic sequences that scaffold support for students through innovative courses (ie. Strategic Learning for High School math, Algebraic Reasoning, IPC prior to Biology).

Strategy's Expected Result/Impact: Increased pass rate of first time test takers and previously unsuccessful students on STAAR/EOC exams

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals
Counselors
Academic Coaches
Teachers

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 4

Implement campus-wide, evidence based tutorial sessions for students struggling in core-content areas. Sessions will be held before/after school and during strategic pull out sessions prior to EOC administration cycles in April and May.

Strategy's Expected Result/Impact: Increase of at least 5% in the number of students scoring at the "Approaches" and "Meets" levels on EOCs.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, ECHS Director
CILT Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 5

Decrease barriers from student achievement on high stakes test like TSI, PSAT, and SAT

Strategy's Expected Result/Impact: Allow students the opportunity to compete for college admission, leveling the playing field. All juniors will take PSAT and SAT on test school days; 88% of all juniors took PSAT October 16th; All seniors will take SAT on October 26th; All juniors will take SAT in Spring; All interested students can sign up to take the ASVAB November 7th

Staff Responsible for Monitoring: Associate Principals, Principal, and Instructional Coaches

Formative Reviews

November

February

April

June

Performance Objective 4 High Priority

Increase overall student attendance rate; Bell to bell instruction in every classroom; Maximize fun, kid-friendly events into learning; Displaying student achievement on student Walk of Fame, i.e. great and 100% Attendance; College Acceptance Letters, NCAA Clearinghouse Status when students sign with colleges, Honor Roll postings, Pep Rallies, Celebrations when students make CCMR progress;

Evaluation Data Source: Increased student attendance as shown in attendance reports and MFP funding;

Strategy 1

Run ADA report every 3 weeks; Utilize Community Liaison to proactively assist in ensuring students are in attendance; Celebrate positive behavior trends through rewarding and acknowledging students who have 100% and great attendance;

Strategy's Expected Result/Impact: Student academic growth evidenced in increased assessment scores; Increased performance in classes; Lower failure rates; Continued implementation of Get Better Faster Coaching Model by admin team in effort to grow teachers and generate improved instructional dialogue resulting in engaged, relevant lessons;

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principals
Attendance Clerks

Formative Reviews

November

February

April

June

Strategy 2

Ongoing parental/guardian contact through phone calls, attendance contracts, warning letters and truancy court. Continue parent letters for academic probation status

Strategy's Expected Result/Impact: Increase in daily student attendance.

Staff Responsible for Monitoring: Principal
Associate Principal of C&I
Associate Principal of CCMR
Assistant Principal
Attendance Clerks
Attendance Committee

Formative Reviews

November

February

April

June

Performance Objective 5 High Priority

Decrease in discipline referrals. Through the teamwork of administrators and all staff members all hallways are clearly monitored throughout the day, starting with arrival in the gym and breakfast in the cafeteria. Staff members are all expected to be at doors at transition times and all administrators are out and clearly visible. Numerous staff members are assigned lunch duty, in cafeteria, hallways, and exterior areas in which students are allowed. Increase the number of students eligible to be rewarded with incentive activities, such as Exemptions on Mid-Terms and Final Exams.

Evaluation Data Source: Run discipline referral report every 3 weeks; decreased ISS, OSS, and DAEP placements, as well as decreased numbers of student expulsions; while still maintaining zero tolerance with fights, drugs, and weapons;

Strategy 1

Campus wide implementation of CHAMPS in common areas and classrooms, along with continued Professional Development on ways to implement CHAMPS effectively

Strategy's Expected Result/Impact: Decrease in student time out of classroom
Decrease in student time in ISS, OSS, DAEP, Expulsions

Staff Responsible for Monitoring: Principal
Associate Principal of CCMR
Associate Principal of C&I
Assistant Principals
All staff
All teachers

Formative Reviews

November

February

April

June

Performance Objective 6 High Priority

Increase campus safety through the issuance and use of student and faculty/staff ID cards;

Evaluation Data Source: Visible student and staff ID cards in place by the end of the first week of school; and immediately upon arrival of new students and staff.
100% of all WOSHS staff and students visibly wearing IDs all day, everyday;

Strategy 1

Use of ID machine and school pictures to create campus IDs

Strategy's Expected Result/Impact: Visible ID cards on all staff and students

Staff Responsible for Monitoring: Principal
Associate Principal of CCMR
Associate Principal of C&I
Assistant Principal
All Staff
Safety Resource Officer
ID Team Members

Formative Reviews

November	February	April	June
-----------------	-----------------	--------------	-------------

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 High Priority

WOSHS will conduct safety-related drills as required by law and/or district expectation, including enforcement of locked doors. Fire drills will be conducted monthly. All drills will follow the terminology of the "I love u guys" Foundation system. Information on the "I love u guys" protocol is found in all classrooms, hallways, and common areas in both English and Spanish. All staff members who have the ability to make all calls, campus-wide are trained on the quotes and verbage to use when making announcements. Phrases are to be rehearsed in drills in the exact manner "I love u guys" has established. This year we will additionally focus on plans of action in the event an incident occurs at a sporting or other school-related activity. Reunification plans and incident commander information will be drafted, rehearsed, and modified as necessary throughout the year, with the expertise of our police department.

Evaluation Data Source:

Log of fire drill dates, evaluation of drills. Documentation and evaluation of shelter-in-place and intruder drills;
Threat assessment documents updated and posted in Skyward;
Evidence of postings throughout the campus
Common language of all staff
Information also include in all sub folders
CILT Team members meet with subs to help with any questions regarding school safety plans
Sign in sheets from Staff Development Training
Partnership and meeting logs
Regular audits of locked areas

Strategy 1

Conduct monthly fire drills and evaluate effectiveness. Conduct intruder/lock down drills.
Conduct shelter-in-place drills.

Strategy's Expected Result/Impact: All stakeholders will be prepared in the event of a real emergency.

Staff Responsible for Monitoring: Principal, Associate Principal, ECHS Director, Assistant Principals

Formative Reviews

November

February

April

June

Performance Objective 2

WOSHS will utilize the WOCCISD Police Department to intervene with any safety-related issues as needed.

Evaluation Data Source: Records of campus visits, including the type of incident and any resolution

Strategy 1

WOSH and WOCCISD PD personnel will work collaboratively to identify current and potential problems.

Strategy's Expected Result/Impact: Improved communication between the campus leadership team and police department personnel.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, ECHS Director, Chief-of-Police, Officers, Counselors

Formative Reviews

November	February	April	June
----------	----------	-------	------

Performance Objective 3 High Priority

Regular, continued dialogue of safety with Central Office Administrators, Other WOCCISD Administrators, District Police Department, Local Law Enforcement Agencies, and Community Leaders to ensure that the WOCCISD students, faculty, staff, and visitors are always safe on our campuses.

Evaluation Data Source: Meeting Logs
Updated safety materials
Continued Partnerships
Continued Dialogue

Performance Objective 4 High Priority

In effort to ensure that all stakeholders are safe physically, many staff members are being trained through "Stop the Bleed" courses. Administrators, campus officers, Athletic Trainer, some coaches, Mr. Bastian and Ms. LeBouef will be trained by Nurse Lawrence. Any of these eligible staff members may register to become an instructor. Our future goal is to also train students to train students.

Evaluation Data Source: Staff members who are trained will take part in an online course, then a hands-on skills component, then they receive a certificate.

Performance Objective 5 High Priority

Ensuring that all students are safely engaged in classroom instruction throughout the day

Evaluation Data Source: Clear hallways; bathrooms clear of loitering; Teachers clearly visible at doors and in hallways.

Goal 3

WOCCISD will provide opportunities to increase family involvement.

Performance Objective 1

Increase communication with parents regarding student expectations and achievements and our district's educational goals

Evaluation Data Source: Positive feedback from parents and community, increase parent involvement

Strategy 1

Teacher/Parent conferences through scheduled meetings and phone contact on staff development days.

Strategy's Expected Result/Impact: Positive feedback and increased parent involvement

Staff Responsible for Monitoring: All Staff

Formative Reviews

November

February

April

June

Strategy 2

Increased parent notification and communication.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: All Staff

Formative Reviews

November

February

April

June

Strategy 3

Establish an effective Director of CTE

Strategy's Expected Result/Impact:

Increased involvement student and parent involvement for post-secondary readiness

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principals
Director of Early College High School

Funding Sources: 211 - ESSA Title I, Part A, \$60,000

TEA Priorities: Connect high school to career and college

Formative Reviews

November

February

April

June

Performance Objective 2 **High Priority**

Increased parental participation at school events, including at the kick-off WOS Registration Event, Title I Meeting, and Homecoming Community Pep Rally, in which students can visit with counselors, request modifications to their schedule, and start the year off with the Mustang Family, administrative team, staff, fellow students and families.

Evaluation Data Source: Host at least 1 parent/student event on high school campus per semester.
Attendance & Sign- in Sheets

Strategy 1

Develop monthly activities to support family involvement with academic activities after school hours

Strategy's Expected Result/Impact: Increased parental involvement in academic school activities and awareness

Staff Responsible for Monitoring: Principal
Dean of Instruction
Assistant Principals
Academic Coaches
CCMS Counselor
Staff

Funding Sources: 211 - ESSA Title I, Part A, \$3,617.49

Formative Reviews

November

February

April

June

Goal 4

WOCCISD will ensure that every campus and department develops and understands the characteristics of the ideal WOCCISD employee. Increased level of fairness and accountability for every staff member. We hold the lives and futures of our students in our hands. There is no room for lack of giving our all. Challenge to be the teacher you would want for your child.

Performance Objective 1

Set high expectations both academically and behaviorally and celebrate all successes

Evaluation Data Source: Increase numbers on honor rolls, increased student participation in academic competitions

Strategy 1

Professional development through ESC 5

Strategy's Expected Result/Impact: Increased teacher competency in teaching

Staff Responsible for Monitoring: Principal
Associate Principals
Assistant Principal
Academic Coaches

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 2

CHAMPS

Strategy's Expected Result/Impact: Creation of a positive school culture and climate

Staff Responsible for Monitoring: All Staff

Funding Sources: 255 - ESEA Title II, Part A Teacher & Principal Tr, \$500

Formative Reviews

Performance Objective 2 High Priority

Provide faculty with substantial support and a positive campus culture to build success in all classrooms in an effort to support and foster continued growth for all staff members;

Evaluation Data Source: Increased teacher morale and retention, through mentoring programs and opportunities to plan and support one another;

Strategy 1

Creation of "Celebration Team" to develop ideas for building unity and staff morale

Strategy's Expected Result/Impact: Increased teacher morale and retention

Staff Responsible for Monitoring: Principal

Associate Principals

Assistant Principals

CILT

Formative Reviews

November

February

April

June

Strategy 2

Continued use of mentor program with additional support from veteran teachers as mentors

Strategy's Expected Result/Impact: Increased teacher morale and retention

Staff Responsible for Monitoring: Principal

Associate Principal

ECHS Director

Assistant Principals

Formative Reviews

November

February

April

June

Performance Objective 3

Increased opportunities for professional development opportunities for staff to grow in their craft, benefitting opportunities for our students' visible and tangible success, such as through UIL and other competitive events;

Evaluation Data Source: Increased opportunities for our students to compete at regional, state, national levels in areas such as UIL competitions, Industry-Based Opportunity Competitions, such as VICA and hair shows, etc. Increased performance by students at those events;

Performance Objective 4 **High Priority**

Increased collegiality and family atmosphere on campus

Evaluation Data Source: Participation in campus committees

Survey feedback

Increased teacher retention; Increase in numbers of highly-qualified, certified staff;

Increased numbers of potential candidates applying and hired at WOSHS

Goal 5

WOCCISD will promote a positive image.

Performance Objective 1

Communication through district approved media outlets

Evaluation Data Source: Communication with parents using Facebook, call-outs email, newsletters and campus and district websites

Strategy 1

The campus will maintain an up-to-date website.

Strategy's Expected Result/Impact: Photos, calendars and announcements will show current campus activities

Staff Responsible for Monitoring: Principal
Associate Principal
ECHS Director
Assistant Principals
Campus Webmaster

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 2

WOSHS will use all district approved forms of social media to communicate campus activities (ie. Facebook, Twitter, Remind 101 and district website)

Strategy's Expected Result/Impact: Increased community awareness of events and happenings at WOSHS

Staff Responsible for Monitoring: Principal
Associate Principal
ECHS Director
Assistant Principals
Director of Communication

Formative Reviews

Performance Objective 2 ☒ High Priority

Increased recognition of academic successes after each grading period; Increased recognition of great or perfect attendance; Increased recognition of students who exhibit behavior indicative of CHAMPS management system; Continued growth of instructional staff through high-quality, relevant professional development and follow up; Continued coaching of instructional staff utilizing the Get Better Faster Coaching Model;

Evaluation Data Source: Honor rolls posted on campus and in local newspaper after each grading period; Opportunity to attend Houston Texans game; Increased achievement of students through grades, tests data, college acceptance/TSI/SAT/NCAA Clearinghouse student achievement;

Strategy 1

Positive Behavior Support

Strategy's Expected Result/Impact: Increased evidence of student academic successes posting on campus and in local media venues

Staff Responsible for Monitoring: Principal
Associate Principal
ECHS Director
Counselors
Campus Webmaster
Director of Communications

Formative Reviews

November

February

April

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Chelsea Daniel	Numeracy Coach	WOSHS	1
Jenny Morgan	Associate Principal of CCMR/ECHS	CCMR/ECHS	1
Maika Turner	Instructional Coach/ESL/S.S & Sci	Instructional Coach/ESL/S.S. & Sci	1
Monica Guillory	Associate Principal of C&I	Curriculum & Instruction/Testing	1
Russell Bottley	Community Liaison	WOSHS	1



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	personnel, training	--	\$0.00
Sub-Total					\$0.00

211 - ESSA Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		--	\$60,000.00
3	2	1		--	\$3,617.49
Sub-Total					\$63,617.49

255 - ESEA Title II, Part A Teacher & Principal Tr

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		--	\$500.00
Sub-Total					\$500.00

WEST ORANGE-STARK HIGH SCHOOL

CDN #181-906-001

WEST ORANGE-COVE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

A Title I Schoolwide Campus

Grades 09-12

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2017-2018

Mission Statement

The mission of West Orange-Stark High School is to partner with our community to instill pride in all our students while empowering them with the necessary postsecondary college and career readiness skills to become productive, successful citizens.

Vision

West Orange-Stark High School where students, parents and the community work as one to contribute to society in a positive and productive manner.

Motto

Inspire, Achieve, Celebrate, 112% Everyday

CONTENTS

Campus Profile and Needs Assessment.....	1
Description of SCE Programs and Services, 2017-2018	2
Use of Other Resources for Compensatory Activities	3
Appendices	5
Appendix A: Needs Assessment.....	6
Appendix B: Student performance on the STAAR	9
Appendix C: Evaluation of the 2016-2017 Programs	13
Appendix D: Assurances and Good Practices	14
Appendix E: State Compensatory Education Budget.....	15

CAMPUS PROFILE AND NEEDS ASSESSMENT

West Orange-Stark High School (WOSHS) serves approximately 588 students from ninth to twelfth grade. In its 2017-2018 application for federal funding, the campus reported that 76.23% of students meet the low-income criteria for eligibility for free or reduced-price lunches at this campus.

Using the state's criteria to identify students in at-risk situations, in the 2016-2017 school year there were 347 at-risk students, or 59% of total campus enrollment. A student may be identified with more than one criterion.

The WOSHS campus planning committee and school leadership conduct an annual needs assessment to identify students who have not made, or are not making, satisfactory academic progress and students with non-academic problems which may inhibit academic success (see Appendix A: Needs Assessment). Data collected and utilized in the needs assessment process include, but are not limited to, district and campus TAPR Reports with STAAR scores, achievement test scores and/or scores of fall readiness tests, daily work assignments and tests, and other data/information as appropriate. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the State Compensatory Education programs and services is needed.

The campus' site-based decision-making committee has relied on a variety of assessments, including standardized, non-standardized and criterion-referenced assessments. A significant purpose of this analysis is to make determinations regarding needed changes to the SCE program in order to reduce any disparity in performance on STAAR and STAAR End-of-Course assessments or any disparity in the rates of high school completion between students at risk of dropping out of school and all other students in the district (TEC Section 29.081).

As part of the planning process, the committee has determined that SCE funds will be utilized to support improved writing skills in all core subjects, increased Lexile levels, and progress in student achievement across the foundational curriculum.

DESCRIPTION OF SCE PROGRAMS AND SERVICES, 2017-2018

WEST-ORANGE- STARK HIGH SCHOOL 181-906-001

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Supplement and Support the Title I Schoolwide program on the campus, with a focus on writing, enhanced literacy skills and supplemental work in all foundational curriculum subjects.	Certified teachers, instructional supplies	Principal	Every Six Weeks	Report Card grades, common assessments	Passing final grades 70 or better on CAs. promotion

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

Federal and State Programs

- 1) ESEA, Title I, Part A - ESEA, Title I, Part A—WOSHS is a Title I schoolwide campus. The community, campus improvement committee, and campus leadership has trained, planned, and implemented, Title I, Part A Schoolwide program designed to upgrade the entire instructional program at the school in the areas of Reading/ELA, Writing, Math, Social Studies, and Science. Other planned Title I program activities include supplemental parental involvement activities and professional development activities. Supplemental instructional services are delivered with tutorials, small group instruction, individualized instruction and computer-aided instruction. Students in at-risk situations are provided supplemental interventions designed to address their specific needs by closing the achievement gap between these students and all students.
- 2) ESEA, Title II, Part A (Teacher and Principal Training and Recruiting Fund) - Funds are used by the district for class size reduction and professional development in core academic subject areas.
- 3) ESEA, Title III, Part A (LEP and Immigrant): English Language Acquisition, Language Enhancement, and Academic Achievement Act – Funds are used to carry out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for LEP children and youth. The district uses these funds to ensure that limited English proficient students develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.
- 4) Title I, Part C, Carl D. Perkins Career and Technology Education Improvement Act - Students in at-risk situations in grades 9-12 benefit from the district's participation in a consortium, the funds of which are coordinated with the minimum foundation program in the areas of English, Science, Math, Social Studies, with areas such as: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communication; Business, Management, and Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Correction and Security; Marketing, Sales, and Services; Science, Technology, Engineering and Mathematics. Provision of non-duplicated services is coordinated with the areas of special education, accelerated and compensatory

education. This program provides supplemental funds to support the Career and Technology Education program at WOSHS.

- 5) Bilingual Education and English as a Second Language (ESL)- Funds received from the State for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.
- 6) Special Education- This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with federal and/or state funds. Services include, but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.
- 7) ESEA, Title I, Part C (Migrant)- The district is a member of a shared service arrangement with Region 5 and uses these funds to ensure the provision of a migrant coordinator, recruiter, community liaison, and an NGS data specialist to coordinate and manage the migrant program within the SSA.

APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

APPENDIX C: EVALUATION OF THE 2016-2017 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

APPENDIX A: NEEDS ASSESSMENT

In the 2016-2017 school year, there were 347 students in at-risk situations on the campus.

In the 2015-2016 school year, there were 334 students in at-risk situations.

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are “at risk,” that is, those who are eligible to receive SCE services. A “student at risk of dropping out of school” includes each student under 26 years of age who:

- (1) was not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the students’ parents);
- (2) if the student is in grades 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody or care of the Texas Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(13) resided in the preceding school year or resides in the current school year in a residential placement facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

NUMBER AND PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS IDENTIFIED BY CRITERION

This table presents at-risk student outcomes for select high school at-risk indicators. The table compares campus performance to state performance on the selected criteria.

West-Orange Cove Consolidated Independent School District West Orange-Stark High School Outcomes for Select At-Risk Indicators

Annual Dropout Rate		
	2015	2016
State	2.1%	2.0%
Campus	2.6%	3.9%

4-Year Longitudinal Dropout Rate		
	Class of 15	Class of 16
State	6.3%	6.2%
Campus	17.5%	8.6%

4-Year Longitudinal Graduation Rate		
	Class of 15	Class of 16
State	89.0%	89.1%
Campus	87.1%	80.5%

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

The following tables and graphs present the percentage of students making satisfactory performance on the English Language Arts, Math, Biology, and US History sections of the STAAR End-of-Course (EOC) assessments. The results for At-Risk students are compared with the results for Not At-Risk students.

The goals of State Compensatory Education are:

To increase the academic performance of students identified as being in at-risk situations,

To reduce any disparity in performance on STAAR or STAAR End-of-Course assessments, and

To reduce the dropout rate of identified students in at-risk situations.

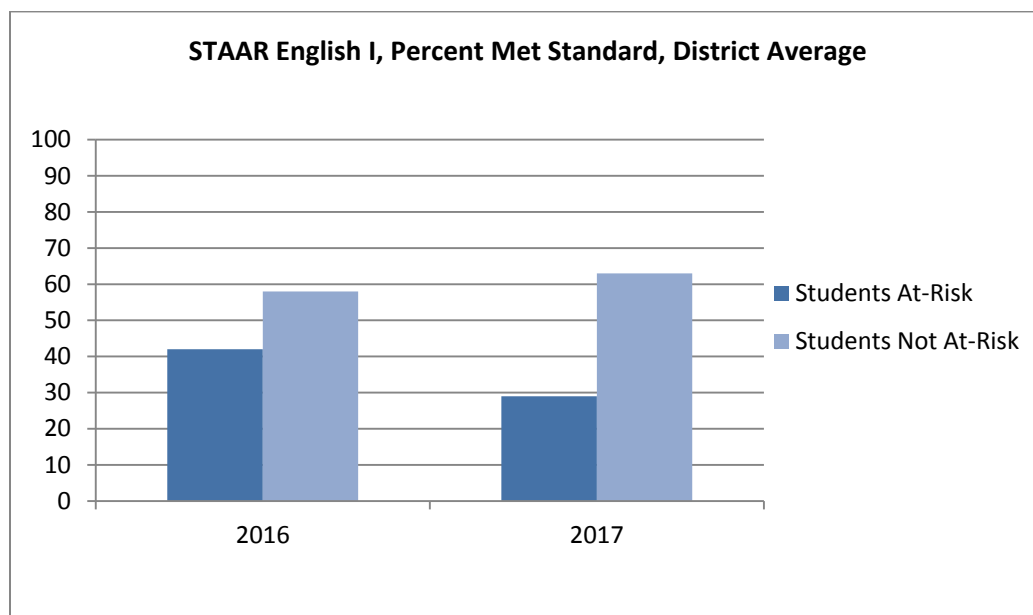
The tables are arranged by the End-of-Course results for grades 9-11 to facilitate the analysis of the results assessed subject.

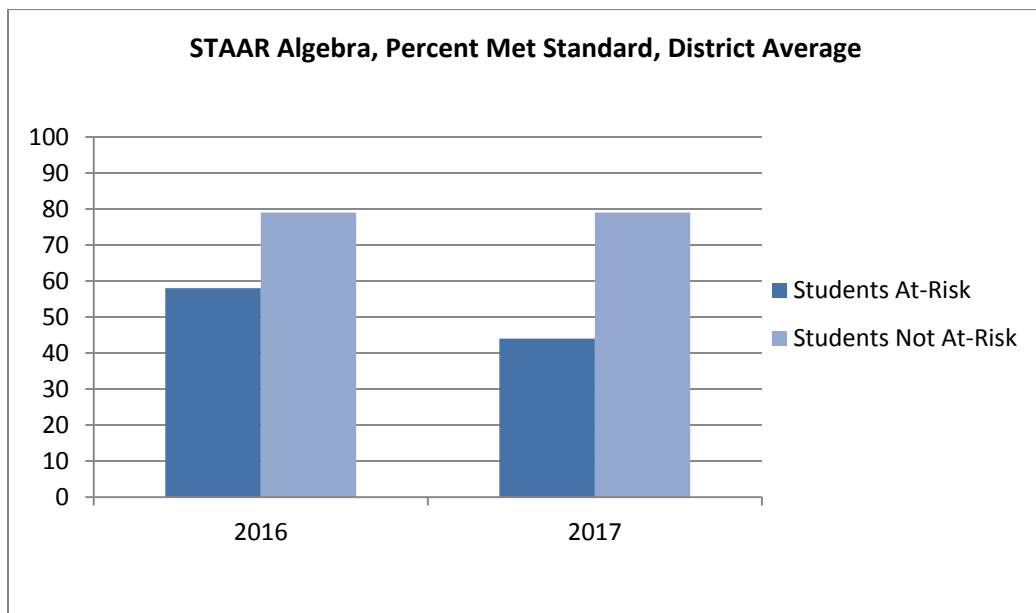
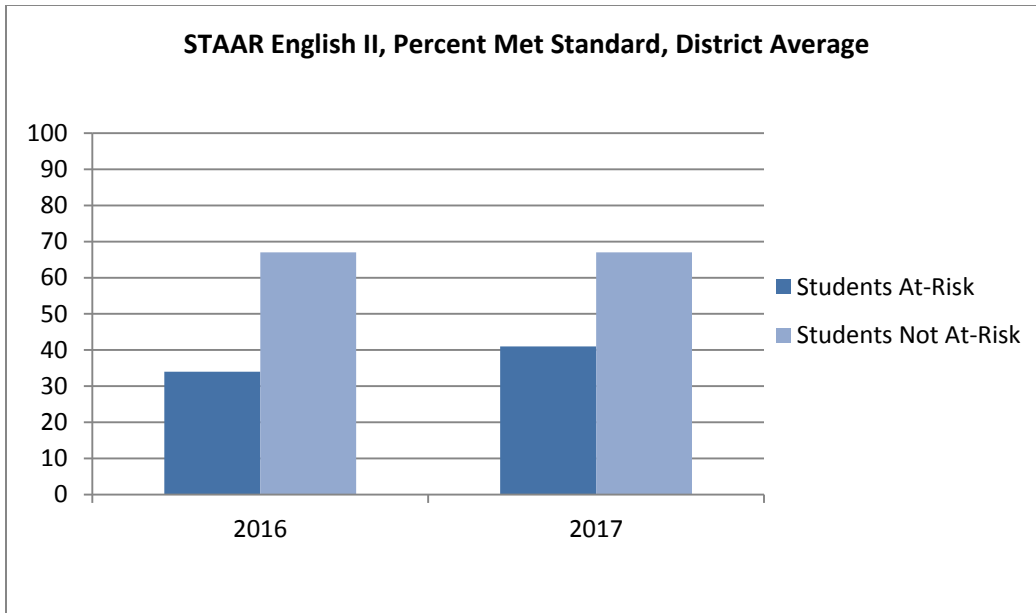
PERCENTAGE OF STUDENTS PASSING THE STAAR / EOC

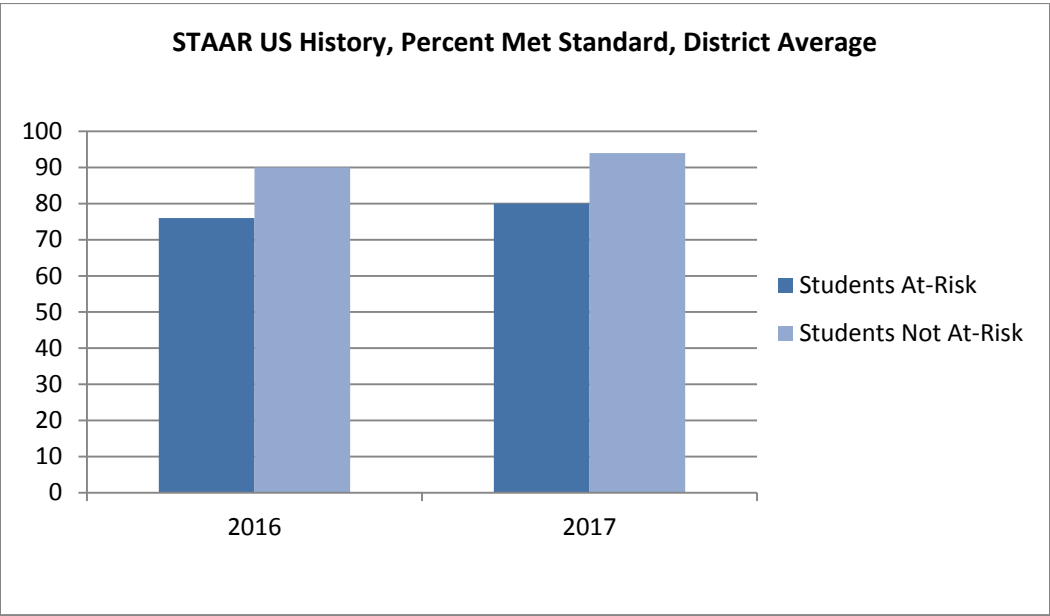
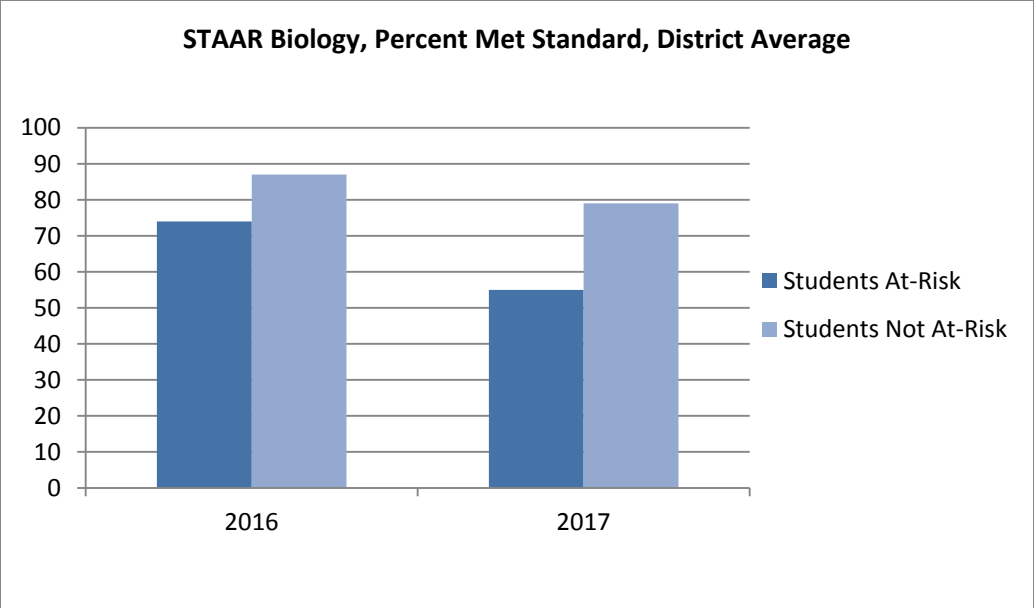
End of Course	English I % Met Standard	
	2016	2017
Students At-Risk	42	29
Students Not At-Risk	58	63
End of Course	Algebra I % Met Standard	
	2016	2017
Students At-Risk	58	44
Students Not At-Risk	79	79
End of Course	Biology % Met Standard	
	2016	2017
Students At-Risk	74	55
Students Not At-Risk	87	79

End of Course	English II % Met Standard	
	2016	2017
Students At-Risk	34	41
Students Not At-Risk	67	67

End of Course	Biology % Met Standard	
	2016	2017
Students At-Risk	74	55
Students Not At-Risk	87	79







APPENDIX C: EVALUATION OF THE 2016-2017 PROGRAMS

The following table presents the number of students served in each of the programs/services provided under State Compensatory Education funding and the percentage of these students who met the criteria established by WOSHS to determine their success in the program.

SCE-Funded Program / Strategy	Criteria to Measure Success	Number Served	Number / Percent Meeting Criteria
Accelerate Programs to Assist in Passing the STAAR EOC	At least satisfactory performance on the Approaching Standard criterion for all subjects – 2016-2017 Stretch Target 100%	347	
	2017 English I		29%
	2017 English II		41%
	2017 Algebra		39%
	2017 Biology		56%
	2017 US History		80%

APPENDIX D: ASSURANCES AND GOOD PRACTICES

STATE AND LOCAL EFFORT

State and local funds are used to provide the regular education program of instruction for all students to include the general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

IMPROVEMENT AND ENHANCEMENT

SCE funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules.

COORDINATION OF FUNDING

All federal, state, and local funds received by West Orange-Cove Consolidated Independent School District are coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

COORDINATION OF INSTRUCTION

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

Authority for funding for the SCE program is found in the Texas Education Code (TEC) Section 42.152. For each student who is economically disadvantaged, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of economically disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Each district must use at least fifty-two percent (52%) of its SCE allocation for instructional purposes.

The campus sufficiently funds the accelerated instructional activities for students who have failed to perform satisfactorily on an end-of-course (EOC) assessment as identified in the programs and activities section and prioritizes SCE funding for those activities per TEC §28.0217.

Important Dates to Remember:

- ❖ TSI Exams Administered As Needed
- ❖ Sep.26-30 WOS HOMECOMING WEEK EVENTS
- ❖ Oct.5 TEXANS Game Trip
- ❖ Oct. 12 PSAT
- ❖ Oct. 27 SAT
- ❖ Nov. 5 SAT on Saturday
- ❖ Nov. 7 ASVAB
- ❖ Dec.5-13 STAAR/EOC RETAKES
- ❖ Dec. 12-15 Mid-Terms

**ALL WEST
ORANGE CCISD
STUDENTS EAT
BREAKFAST &
LUNCH FOR
FREE!!!**



*****WOS High School is
a proud Communities in
School campus! *****



Contacts to Remember:

J. Morgan, Associate Principal,
Curriculum

J. Sims, Early College High School
Director, College Career Military
Readiness

R. Hoffpauir, Counselor

E. Tarver, Counselor

A. Daniels, Student Support

H. Hickman, Athletic Director

T. Gladney, Fine Arts Director

M. Guillory, K. Whitley, Discipline;
SpEd, Facility APs

West Orange-Stark High School



**Fall 2022
Parent Information
Meeting**

**Rolanda Holifield,
Principal**

September 28, 2022

Mission Statement:

The mission of West Orange-Stark High School is to partner with our community to instill pride in all our students while empowering them with the necessary postsecondary college and career readiness skills to become productive successful citizens.

Vision Statement:

West Orange-Stark High School where students, parents, and the community work as one to contribute to society in a positive and productive manner.

Motto

Inspire, Achieve, Celebrate

112% Everyday!

West Orange-Stark High School offers your child a world class education!

From our ten Career and Technology Career Pathways, to twenty Dual Credit enrollment course options, as well as our Early College High School, to the award winning band, theater, choir, cheer, drill team and band programs WOSHS has everything you can dream of available for your child's success!

Federal Funding

WOCCISD received approximately \$1.6 million in Title I funds for the 2022-23 school year. These dollars are primarily spent on personnel salaries (Associate Principals, Instructional Coaches, Paraprofessionals)
What ideas do you have on how these funds should additionally be spent?
rholfifield@woccisd.net



Programs Of Study:

Early College High School:

- ***Opportunity to graduate with 60 hours of college credit in addition to high school diploma***
- ***No cost to families***
- ***Increased college readiness***
- ***Academic & Social Support Services***
- ***Associate's Degree***

Dual Enrollment W/Dual Credit::

- ***Math***
- ***Speech***
- ***Psychology***
- ***Government***
- ***Economics***
- ***History***
- ***Health Sciences***
- ***Process Technology***
- ***Business***
- ***Criminal Justice***
- ***Maritime Science****

*(*denotes Level One certificate opportunity)*

WOS Career Center Career & Technology Course Offerings ***With Some Articulated Agreements:**

- ***Technology Applications***
- ***Arts, Audio/Video Technology & Communications***
- ***Health Science****
- ***Transportation, Distribution & Logistics****
- ***Manufacturing****
- ***Architecture & Construction***
- ***Criminal Justice***
- ***Education***
- ***Science, Technology, Engineering & Mathematics***
- ***Cosmetology****
(Orange Beauty Academy)



WEST ORANGE-STARK HIGH SCHOOL

Principal: Rolanda Holifield
1400 Newton Street
Phone: 409.882.5570 Fax: 409.882.5573



NOTICE of SPRING 2024 STAAR RESULTS

The enclosed information is to inform you of your student's STAAR exam status.

If your child received Approaches, Meets, or Masters, on a test, your student has successfully met this graduation requirement. If your student received a "did not meet standard" status, they must re-take this exam.

There will be a STAAR Boot Camp June 17-19 where your student will work with teachers to sharpen skills and prepare for the re-test.

Also, included in this mailout is the online access information for the Parent* Portal.

Please let us know if you have any questions.

Thank you for always supporting West Orange-Stark High School.

Monica Guillory, mguillory@woccisd.net
Associate Principal



2024-2025 Professional Development Agenda

[illegible]



2024-2025 Professional Development Agenda

[illegible]



2024-2025 Professional Development Agenda

[illegible]



2024-2025 Profesional Development Agenda

Date	Time	PD Title	Location/zoom link	Presenter	Audience
08/06/2024	8:00-9:45	CTE Meetings	Library Lecture Hall & Library	Ms. Morgan	ALL CTE STAFF
08/06/2024	10:00-11:45	Dual Enrollment	Library Lecture Hall & Library	Ms. Morgan	ALL ECHS/Dual Enrollment Staff
08/06/2024	8:00-11:45	Fine Arts Meetings with Mr. Gladney	Band Hall	Mr. Gladney	All Fine Arts Teachers
08/06/2024	8:00-11:45	Work in Rooms & Department/Attend any sessions you are requested to attend	Rooms/Departments	CILT Team Leaders	ALL Staff
08/06/2024	8-11:45	All Paras Will Assist With Student Schedules	Counselor's Office		
	12:00-1:00	LUNCH ON YOUR OWN	LUNCH ON YOUR OWN		
08/06/2024	1:00-1:30	CHAMPS	Library Lecture Hall	Mr. Whitley/CILT TEAM Leaders	ALL Staff
08/06/2024	1:30-4:00	RaShondria Daniel Presents Cross Curricular Writing	Library Lecture Hall	Rashondria Daniel	ALL ELA/Social Studies Department Teachers
08/06/2024	1:30-4:00	Math/Science/Fine Arts/CTE/P.E. Meet With CILT Team Leader to set TTESS Goals in Eduphoria/Lesson Planning With Guillory (Guillory will Meet with everyone Briefly in Senior Cafeteria Before Reporting to CILT Teachers' Rooms)	Senior Cafeteria With Guillory & Tippet First then CILT TEAM LEADERS ROOM	Guillory & Tippet then CILT TEAM LEADER	ALL MATH/Science/CTE/Fine Arts/P.E.Teachers



2024-2025 Profesional Development Agenda

Date	Time	PD Title	Location/zoom link	Presenter	Audience
08/07/2024	8-11:45	All Paras Will Assist With Student Schedules	Counselor's Office		
08/07/2024	8:00-11:45	Work in Rooms & Department/Attend any sessions you are requested to attend	Rooms/Departments	CILT Team Leaders	ALL Staff
08/07/2024	8:00-11:45	SIGN-UP for Committee Memberships for the Year	Library	Jeanise	ALL Staff
08/07/2024	12:00-1:00	Lunch On Your Own			
08/07/2024	1:00-2:00	Front Office Procedures (POs); Referrals;	Library Lecture Hall	Admin Team/Collins/Counselors/CIS/Etc	ALL Staff
08/07/2024	2:00-3:00	RaShondria Daniel Presents Cross Curricular Writing	Library Lecture Hall	RaShondria Daniel	ALL MATH/Science/CTE/Fine Arts/P.E. Teachers
08/07/2024	2:00-3:00	English & Social Studies Departments Will Meet With CILT Team Leader to set TTESS Goals in Eduphoria/Lesson Planning With Guillory (Guillory will Meet with everyone Briefly in Senior Cafeteria Before Reporting to CILT Teachers' Rooms)	Senior Cafeteria Then CILT Team Leaders' Rooms	Guillory & Tippet then CILT TEAM LEADER	ALL ELA/Social Studies Department Teachers
08/07/2024	3:00-4:00	First Day Of School Procedures/Warm Body Count/Etc	Library Lecture Hall	Attendance Clerk Jenkins/Mr. Whitley/Etc	ALL Staff



2024-2025 Professional Development Agenda

[illegible]



2024-2025 Profesional Development Agenda

Date	Time	PD Title	Location/zoom link	Presenter	Audience
Teacher Work Day					



2024-2025 Profesional Development Agenda

[illegible]



2024-2025 Profesional Development Agenda

[illegible]



2024-2025 Profesional Development Agenda

Date

Time

PD Title

Location/zoom
link

Presenter

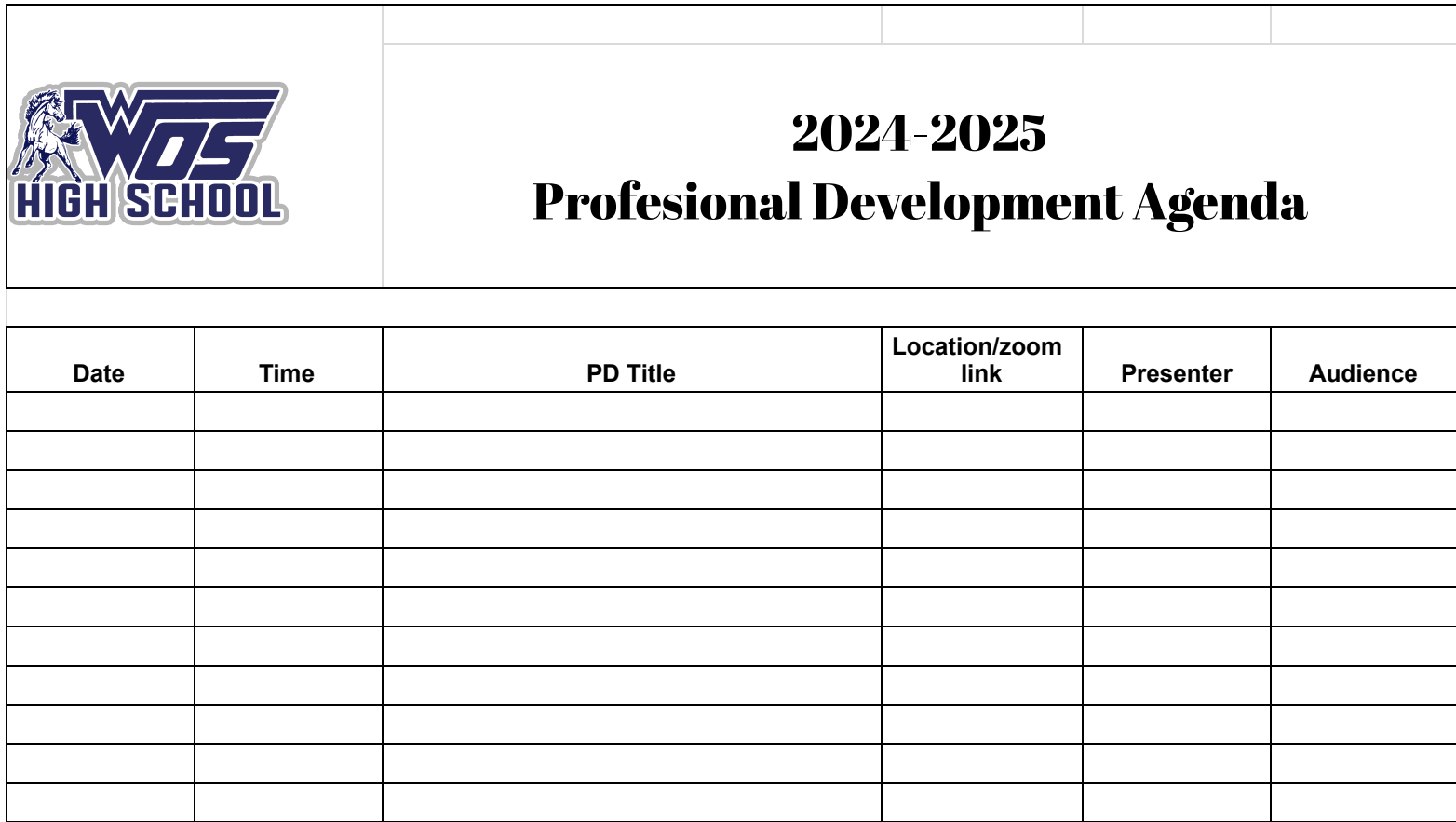
Audience

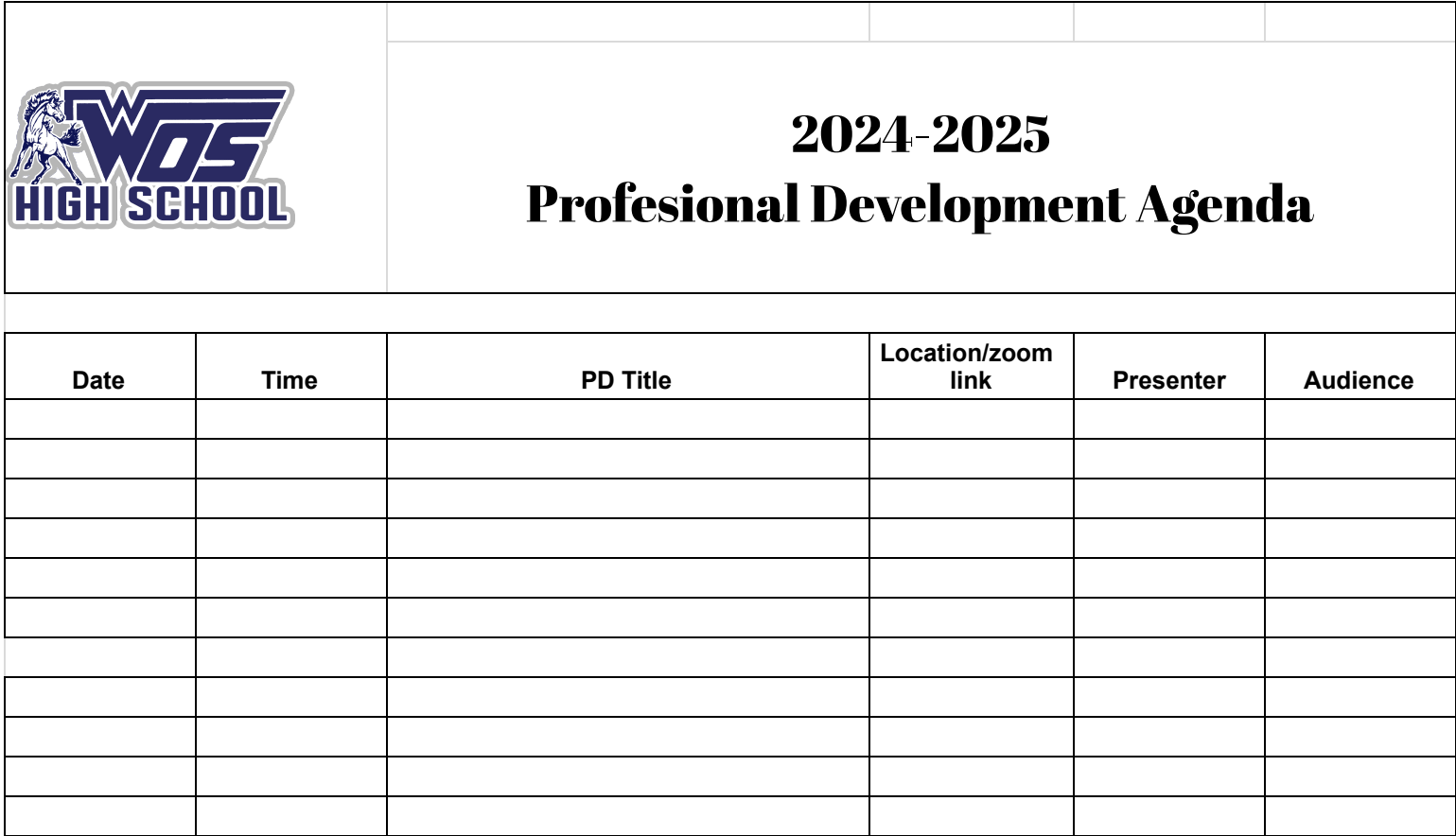
Teacher Work Day



2024-2025 Profesional Development Agenda

[illegible]

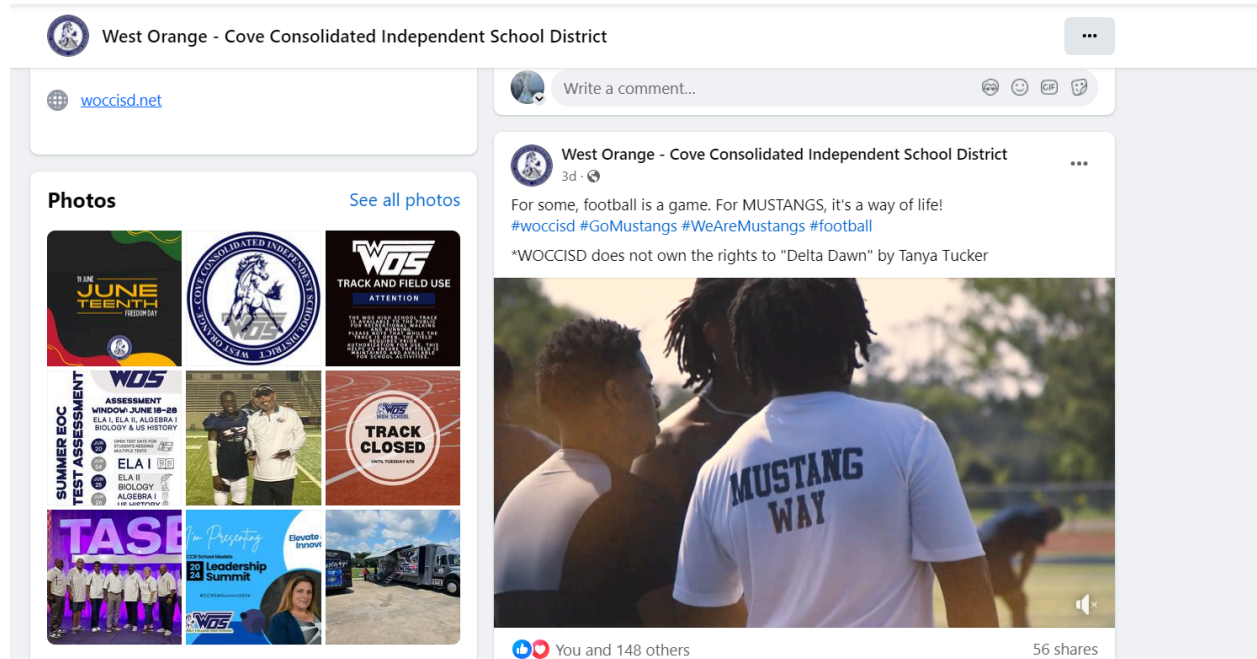






2024-2025 Profesional Development Agenda

Date	Time	PD Title	Location/zoom link	Presenter	Audience
Teacher Work Day					



Ways We Engage Community Into Our Extra-Curriculars...

This particular highlight links to a Fall 2024-2025 Mustang Preview Hype Video.
GO MUSTANGS!



MUSTANG WEEKLY

Feb. 24, 2025

Upcoming Events:

Feb. 18	PLCs  Feb. 18 2025 PLC Agenda RAC Short Constructed Response Method/RPM Finalization and Feedback-R. Daniel to Present at ALL Core PLCs
Feb. 20	Grades 11 & 12 Due; Lesson Plans Due @ Midnight End of 4th Six Weeks
Feb 21 & Feb. 24	PD/Teacher Work Day-See Draft Below-Click Tabs at Bottom of Sheet  PD Agendas --WOSH-- 24/25  TEST ADMINISTRATION CHECKLIST 2024-2025
Feb. 24	Class of 2027! SOPHOMORES! LET'S Go to Panama PARENT INFORMATIONAL Meeting-6:00 p.m. in the Main Cafeteria.  RPM BOARDS DUE POSTED
Feb. 25	Start of Fifth Six Weeks RPM BOARD Campus Walk During PLC PLC: Discussion of RPM Boards & Feedback; Gradebook Check/Tutorial Pull-outs: Names & Plans, Including use of subs  PLC AGENDA February 25th 2025 PLC  TEST ADMINISTRATION CHECKLIST 2024-2025 https://drive.usercontent.google.com/download?id=1d09feZ4aGVJaeKQrFpLPgw5tIZOCKEiz&export=download&authuser=0&confirm=t&uuid=aee9a643-a6ed-4eeb-a01a-dc3a853b724c&at=AlrpjvNzsNCpzsT9xhCVipvsPa_8%3A1739723589035
Feb. 26	TELPAS TESTING (Library Closed)
Feb. 27	Grades 1&2 for the new fifth six weeks due at midnight; Be sure lesson plans are in by midnight;

Feb. 28	TELPAS TESTING (Library Closed)
Mar. 4th	Mardi Gras PLCs  PLC AGENDA MARCH 4th 2025 MARDI GRAS
Mar. 5	ASVAB Testing in Main Cafeteria  ASVAB March 5th 2025 (Responses)
Mar. 11	PLCs  March 11th 2025 PLC
Mar. 12	SAT School Day for Juniors
Mar.17-21	Spring Break 
Mar. 25	PLC  March 25th PLC 2025
Apr. 5	ACT Saturday

Next RPM Board Dates:

February 24th-DUE ON CAMPUS

February 25th-Campus Walk

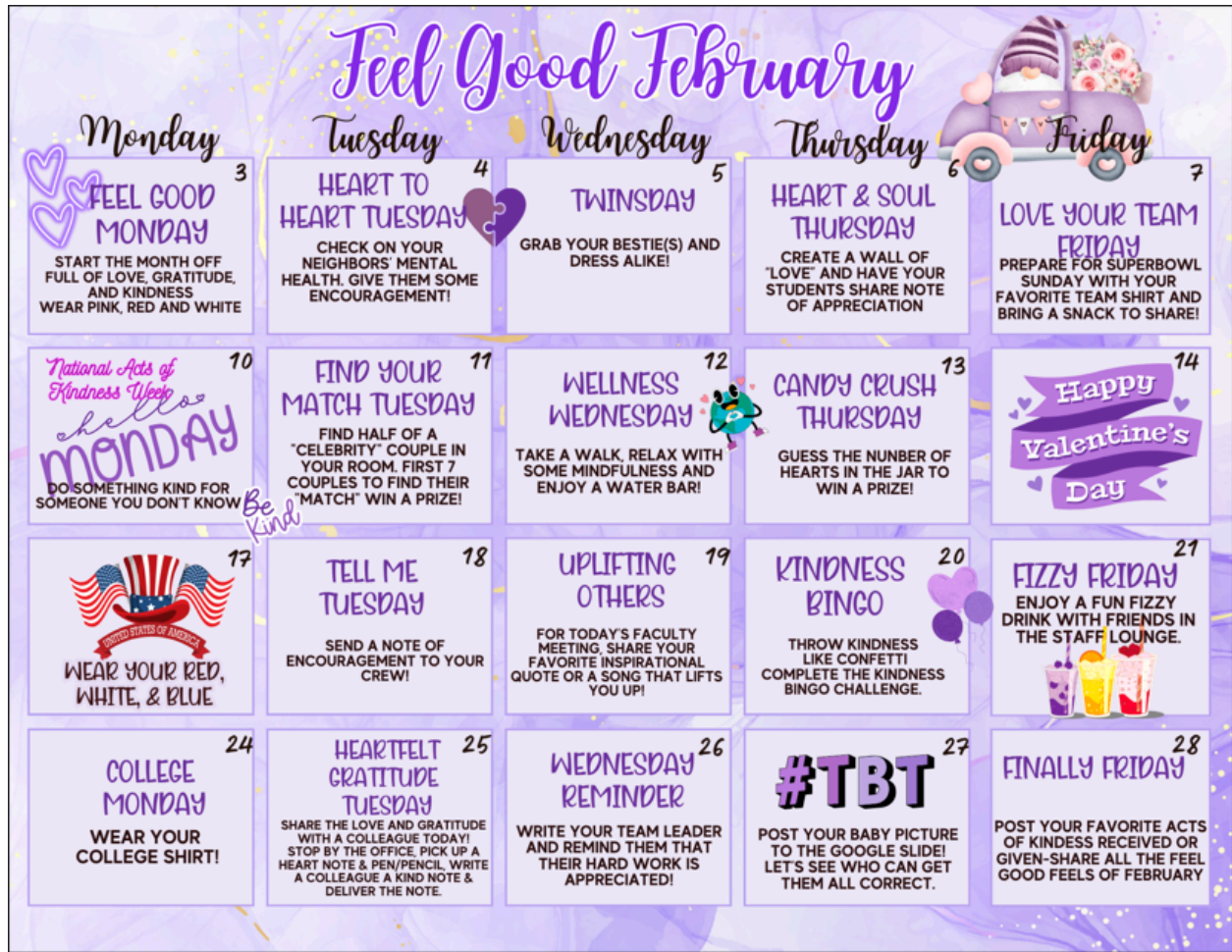
Feb. 27th- **Central Office Walk**

Assessment Dates:

 **Assessment West Orange Stark High School 2024-2025 Assessment Calendar DRAFT**

Instructional Days:

Grading Periods		
Aug. 12-Sept. 20	First Reporting Period	28
Sept. 23- Nov. 1	Second Reporting Period	28
Nov. 4-Dec. 19	Third Reporting Period	29
Jan. 8-Feb. 20	Fourth Reporting Period	31
Feb. 25-Apr. 11	Fifth Reporting Period	29
April 14-May 22	Sixth Reporting Period	27



End of Year Events/Activities

As we get closer to the end of year, please remember all staff should have access to office forms through our **STAFF GOOGLE CLASSROOM**. If you do not have access to this Google Class, please request access using the following link:
<https://classroom.google.com/c/Mjk5MDQ1NTgxMzl5?cjc=5mrwdkt>.

When planning events, please follow the following guidelines:

1. All planning and budget spending should be concluded by Spring Break.
2. Avoid planning activities in May.
3. Use the staff calendar when planning.
4. Avoid overlapping events with other activities on the calendar.
5. Submit all required forms to Mrs. Echols no less than 2 weeks prior to the event.

West Orange-Stark High Professional Learning Community (PLC) Topics

Date	Topic(s)	Audience
8/13/2024	Student Plus Ten Goals/Lesson Plan Format Check/View Eduphoria and Discuss the Standards Usage Report/TTESS GOALS/SPED Presentations	All Department Staff
8/20/2024	Evaluate lesson plans submitted this week by each department/Discuss grades submitted last Thursday/Presentations By Department on Tips that have assisted in early engagement of students/Setting up parent contact log in Google Drive/Status Check on PLUS Ten Goals for Posting Next Week/SpEd Discussion and Aid By Ms. Brown/Conversation on TTESS GOAL...SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-Bound);	All Department Staff
8/27/24	Rigor in Practice/Post PLUS TEN Data in Instructional Coaches' Data Room/Review Updates to Acceleration Plans Handed Out-Familiarity with students in need/Each CILT Leader and IC will lead department specific model of a lesson/SIRIUS	All Department Staff
9/2/2024	Lesson Plan Review and feedback for RIGOR; Voter Registration; Schoology; See Agends.../Policy FFG (Exhibit) and Sexual Abuse and Maltreatment of Children Video	All Department Staff
9/10/2024	English-Data; Voting Registration; Using Data from Assessment; Writing-pacing; Magic AI; Depth of Knowledge; Lesson Planning;	All Department Staff
9/18/2024	PLCs: Using the Student Data to Adjust Instruction; Whole Group vs Small Group Instruction; Aligned Magic School Lessons; New TEKS Resource System With Jennifer Tippet; Writing Process *Math/Engl I & II-Bring Unit 1 Assessment Data *SS-Discuss Initial Assessment Data; *Sci-Breakout-Novice Teacher Help *Bring Needs(Do Not Come Without an Area You need Assistance With) *SIRIUS Questions	ALL Math, Science, ELA, and SS Teachers
9/24/24	Science-SAVVAS Training; Lesson Plan Study-Bring student writing samples; ELA-Ms. Daniel will review writing process; Which TEKS can be spiraled? SIRIUS-What standards need to be covered?	ALL Math, Science, ELA, and SS Teachers
10/1/2024	PLC= Guest Ms. Richard Brown;Unit 1, 2, and/or 3 Assessment Data Due; Please bring results...Bring Writing samples-ALL Departments; Writing Process Review;(ENG 1, ENG 2, Alg., Bio., U.S. History; All others will complete lesson plans for next week)Formspace: Immediate Plans of Action For Second Six Weeks	ALL Math, Science, ELA, and SS Teachers
10/8/2024	RPM Board training by Rashondria Daniel; Lesson plan review with writing for the week; All departments will bring samples of student writing;	ALL Math, Science, ELA, and SS Teachers
10/15/2024	PLC-Post RPM Boards; Planning; Prepare for PSAT relocations;chrome-extension: //efaidnbmnnnibpcajpcglclefindmkaj/https://satsuite.collegeboard.org/media/pdf/psat-nmsqt-proctor-script-practice-resource.pdf; Review what posted objectives should be...How do you assess whether or not the goal was met?	ALL Math, Science, ELA, and SS Teachers
10/22/2024	RPM BOARD Walk; Feedback; ELPS: Why are they important?	ALL Math, Science, ELA, and SS Teachers
10/28/2024	RPM BOARD Feedback; See reverse for refinement and reinforcement;GRADES DUE THURSDAY @ MIDNIGHT-END OF SECOND SIX WEEKS IS FRIDAY!DATA ANALYSIS BY STUDENT;START PLAN FOR THIRD SIX WEEKS IN EDUPHORIA FORMSPACE	All tested subject teachers
11/5/2024	Plan for third six weeks based on student data-Formspace; English with Tippet & Richard Brown; Formulating SE into final inquiry into student understanding	ALL Math, Science, ELA, and SS Teachers
11/12/2024	NO Formal PLC---Check-in with Coaches; STAAR INTERIM	ALL Math, Science, ELA, and SS Teachers
11/19/24	NO Formal PLC---Check-in with Coaches; STAAR INTERIM	ALL Math, Science, ELA, and SS Teachers

West Orange-Stark High Professional Learning Community (PLC) Topics	
1	2023-2024 PLC Topics
2	2023-2024 PLC Topics
3	2023-2024 PLC Topics
4	2023-2024 PLC Topics
5	2023-2024 PLC Topics
6	2023-2024 PLC Topics
7	2023-2024 PLC Topics
8	2023-2024 PLC Topics
9	2023-2024 PLC Topics
10	2023-2024 PLC Topics
11	2023-2024 PLC Topics
12	2023-2024 PLC Topics
13	2023-2024 PLC Topics
14	2023-2024 PLC Topics
15	2023-2024 PLC Topics
16	2023-2024 PLC Topics
17	2023-2024 PLC Topics
18	2023-2024 PLC Topics
19	2023-2024 PLC Topics
20	2023-2024 PLC Topics
21	2023-2024 PLC Topics
22	2023-2024 PLC Topics
23	2023-2024 PLC Topics
24	2023-2024 PLC Topics
25	2023-2024 PLC Topics
26	2023-2024 PLC Topics
27	2023-2024 PLC Topics
28	2023-2024 PLC Topics
29	2023-2024 PLC Topics
30	2023-2024 PLC Topics
31	2023-2024 PLC Topics
32	2023-2024 PLC Topics
33	2023-2024 PLC Topics
34	2023-2024 PLC Topics
35	2023-2024 PLC Topics
36	2023-2024 PLC Topics
37	2023-2024 PLC Topics
38	2023-2024 PLC Topics
39	2023-2024 PLC Topics
40	2023-2024 PLC Topics
41	2023-2024 PLC Topics
42	2023-2024 PLC Topics
43	2023-2024 PLC Topics
44	2023-2024 PLC Topics
45	2023-2024 PLC Topics
46	2023-2024 PLC Topics
47	2023-2024 PLC Topics
48	2023-2024 PLC Topics
49	2023-2024 PLC Topics
50	2023-2024 PLC Topics
51	2023-2024 PLC Topics
52	2023-2024 PLC Topics
53	2023-2024 PLC Topics
54	2023-2024 PLC Topics
55	2023-2024 PLC Topics
56	2023-2024 PLC Topics
57	2023-2024 PLC Topics
58	2023-2024 PLC Topics
59	2023-2024 PLC Topics
60	2023-2024 PLC Topics
61	2023-2024 PLC Topics
62	2023-2024 PLC Topics
63	2023-2024 PLC Topics
64	2023-2024 PLC Topics
65	2023-2024 PLC Topics
66	2023-2024 PLC Topics
67	2023-2024 PLC Topics
68	2023-2024 PLC Topics
69	2023-2024 PLC Topics
70	2023-2024 PLC Topics
71	2023-2024 PLC Topics
72	2023-2024 PLC Topics
73	2023-2024 PLC Topics
74	2023-2024 PLC Topics
75	2023-2024 PLC Topics
76	2023-2024 PLC Topics
77	2023-2024 PLC Topics
78	2023-2024 PLC Topics
79	2023-2024 PLC Topics
80	2023-2024 PLC Topics
81	2023-2024 PLC Topics
82	2023-2024 PLC Topics
83	2023-2024 PLC Topics
84	2023-2024 PLC Topics
85	2023-2024 PLC Topics
86	2023-2024 PLC Topics
87	2023-2024 PLC Topics
88	2023-2024 PLC Topics
89	2023-2024 PLC Topics
90	2023-2024 PLC Topics
91	2023-2024 PLC Topics
92	2023-2024 PLC Topics
93	2023-2024 PLC Topics
94	2023-2024 PLC Topics
95	2023-2024 PLC Topics
96	2023-2024 PLC Topics
97	2023-2024 PLC Topics
98	2023-2024 PLC Topics
99	2023-2024 PLC Topics
100	2023-2024 PLC Topics

[illegible]

**West Orange-Stark High
Professional Learning Community (PLC) Topics**

[illegible]



PLC Agenda

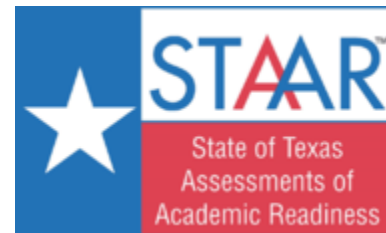
March 11, 2025

Subject: _____

Review Timelines:

*Instructional Days Left:

Grading Periods		
Aug. 12-Sept. 20	First Reporting Period	28
Sept. 23- Nov. 1	Second Reporting Period	28
Nov. 4-Dec. 19	Third Reporting Period	29
Jan. 8-Feb. 20	Fourth Reporting Period	31
Feb. 25-Apr. 11	Fifth Reporting Period	29
April 14-May 22	Sixth Reporting Period	27



Gradebook Check; Lesson Plan Check

SKYWARD GRADE/LESSON PLANS ENTRIES AS OF FEB 10th

Tutorial Update Reports: Bubble Kids-Focused on the students who were 1-2 questions away;

STAAR TIMELINES....WHERE ARE WE IN TEACHING NEW MATERIAL:

ELA I: _____

ELA II: _____

BIOLOGY: _____

U.S. HISTORY: _____

U.S. HISTORY (LSCO Students): _____

ALGEBRA I: _____

*******SAT SCHOOL DAY FOR JUNIORS: TOMORROW; Be ready to follow ALL Protocols! Test Day TOOLKIT IS EVERYTHING!**

TELPAS! Make-Up Day-March 13th...Do NOT tell students. We will get them from their 1st/2nd period classes. Library will be closed March 13th.

**STAAR ALT 2 will be given by Ms. Celestine March 17th - April 18th (Test WINDOW!).
Let's support Ms. Celestine!**

FEEDBACK: RAC METHOD—Restate Answer the Question Cite the Evidence: How is implementation going? Does everyone have their poster up? Evidence of instruction discussion in all departments.

FLEX Conversation & Check: Are all three teacher's visiting FLEX regularly? How is it going?

***Call/Email/Communicate with parents of all failing/near failing students

Be Familiar With Campus Improvement Plan!

chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/file:///C:/Users/mguill
loads/West%20Orange%20Stark%20High%20School%20-%20Entire%20Plan%
Notes%20&%20Addendums)%20(2).pdf



******Update Data Spreadsheet from all Unit
Assessments—Discuss the Growth in Unit Assessment
Scores...Guillory will email straight from Eduphoria
AWARE—Be on the lookout!**

Planning

*****Classroom Management Strategies: Instructional
Coaches/CILT by Department**

Strategy to Share; Ways to scaffold/individualize without slowing the on grade level
TEKS...Best Bang for your buck? Each CILT Leader and Instructional Coach will present...

★ Student Data

★ **Guillory/Instructional Coach will display Plus Ten Goal DATA Sheet**

★

*****These are SOOO Important! Please let us see these things daily in your classroom.
Guillory's Tips from GET BETTER FASTER!**

Push discourse using academic vocabulary daily in your room. Get the kids talking! Remember the left of the box has to do with teaching the strategy to the kids...It lays the classroom management piece ... The right holds the pieces of true learning...discussing the academic material. Push to the right! Get the students to the point where they can discuss and teach the material in their own words.

LEAD STUDENT DISCOURSE 201 12. Strategic Prompts: Ask strategic questions to targeted students in response to student error Prompt students to access previously learned knowledge: o Point students to resources (notes, posted concepts and content) o “What do we know about ___ [content learned in previous classes]?” o Use a prompting guide (e.g., Great Habits, Great Readers Guided Reading Prompting Guide) to design questions Call on students based on their learning needs (data-driven) o Call on lower and middle-achieving students to unpack question o If they struggle, try a higher achieving student o If they are easily unpacking, try a lower achieving student o Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.) Students prompting students: push students to use habits of discussion to critique or push one another’s answers o Probe deeper: “[Peer], have you considered this point....?”

MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
SET ROUTINES FOR DISCOURSE 10. Engaged Small Group Work: Maximize the learning for every student during group work: • Deliver explicit step-by-step instructions for group work: - o Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.) - o Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). - o Give timed instructions, with benchmarks for where the group should be after each time window • Monitor the visual evidence of group progress - o Check in on each group every 5-10 minutes to monitor progress • Verbally enforce individual & group accountability: - o “You are five minutes behind; get on track.” - o “Brandon: focus.”	LEAD STUDENT DISCOURSE 101 9. Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution • Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect • Stamp the understanding: - o “What are the keys to remember when solving problems like these?” or “Can someone give me a rule?” (Students use their own words) • Give them At-bats: give students opportunities to practice with your guidance 10. Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point: • Provide wait time after posing challenging questions • Pre-call: let a student who needs more time know you’re calling him/her next • Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) • Ask universal prompts to push the student to elaborate: - o “Tell me more.” - o “What makes you think that?” - o “How do you know?” - o “Why is that important?” • Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers 11. Habits of Discussion: Teach and model for students the habits that strengthen class conversation: • Keep neutral/manage your tell: don’t reveal the right/wrong answer through your reaction to the student response. • Agree/Build off of: “I agree with ____ and I’d like to add....” • Disagree respectfully: “While I agree with [this part of your argument], I disagree with _____. I would argue....”

GET BETTER FASTER SCOPE & SEQUENCE

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
STRETCH IT (NEXT STEPS)	None!	LEAD STUDENT DISCOURSE 201
	Once you get this far, you can focus entirely on rigor and deepening your content knowledge.	12. Strategic Prompts: Ask strategic questions to targeted students in response to student error - Prompt students to access previously learned knowledge: - Point students to resources (notes, posted concepts and content) "What do we know about ____ [content learned in previous classes]?" - Use a prompting guide (e.g., <i>Great Habits, Great Readers</i> Guided Reading Prompting Guide) to design questions - Call on students based on their learning needs (data-driven) - Call on lower and middle-achieving students to unpack question - If they struggle, try a higher-achieving student - If they are easily unpacking, try a lower-achieving student - Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.) - Students prompting students: push students to use habits of discussion to critique or push one another's answers - Probe deeper: "[Peer], have you considered this point...?" 13. Go Conceptual: Get students to do the conceptual thinking - Ask students to "verbally" a conceptual understanding of content, not just the answer to a specific question: "That's the procedure. Now tell me why that works." "Can you generalize the idea to apply to all problems like this one?" "Use the following terms [terms learned in previous classes] in explaining your answer." - Upgrade vocabulary: ask students to use technical/academic language when answering questions: "That's the right idea generally. Now state it again using proper mathematical/historical/scientific language." "Correct. Now state it again using your Academic Word Wall as a resource." - Stretch it: ask particular students to answer a more difficult extension to a given question "What would the answer be if I changed it to [change the problem to something more complex]?" "Is there an alternative way to solve this problem/do this task?" "What do you think is the strongest counter-argument to yours and how would you refute it?"

Another Strategy from Get Better Faster We Need You to Try!

10. Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point: Provide wait time after posing challenging questions Pre-call: let a student who needs more time know you're calling him/her next Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) Ask universal prompts to push the student to elaborate: o "Tell me more." o "What makes you think that?" o "How do you know?" o "Why is that important?" Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers

To ensure mastery of more complex words and concepts, you might want to follow these six ESL steps:

1. Pre-select a word from an upcoming text or conversation.
2. Explain the meaning with student-friendly definitions.
3. Provide examples of how it is used.
4. Ask students to repeat the word three times.
5. Engage students in activities to develop mastery.
6. Ask students to say the word again.

ESL STRATEGY

Help ESL students daily to build their vocabulary. One of my favorite strategies involves

the use of index cards and a metal clasp ring. Hole punch academic vocabulary...Have students write the word in the middle...In one corner draw a picture of what the word represents; In the other define the word in understandable terms; In another corner create an example using the word; In the final corner have some additional representation of the word; It may even be a sentence or phrase. Attach this vocabulary card on the metal ring using the hole you punched. Add words daily and review them often.

USE SUMMIT K12 in every class with new arrival ESL students after providing the on grade level direct teach and guided practice; work with them on independent practice; Allow them a few moments to work on Summit K12.

- Planning
- Using visuals
- Demonstration
- Vocabulary workbook
- Short sentences
- Music
- Interactive classroom

Ways to Help ESL Students to Grow!

Pre-teach new vocabulary words:

When you have a challenging reading assignment coming up, some experts encourage you to preview or “pre-teach” new vocabulary words that may be unfamiliar to ELLs, or even to give them a copy of the article or link to the material ahead of time.

Steps	Benefits for English Learners
1. Select an image tied to the theme or unit of study and present it with the document camera for all students to see.	Visuals are more easily accessible and transcend language barriers.
2. Give students time to individually brainstorm their own knowledge about the image.	This allows teachers to informally assess what students already know. In addition, students have time to think and process.
3. Pair or group students to share their lists and make additions to their own lists.	Students will begin to build background knowledge and while linking to their own knowledge.
4. As a whole group, label the image. As students call out words, write the word and draw an arrow to visual in the image. Build students' vocabulary by sharing synonyms for the words they call out.	This validates their knowledge while strengthening their academic vocabulary. This step gives you the opportunity to introduce the academic vocabulary you want students to acquire.
5. Stop to read the list of labeled words as a class.	Reading in unison helps to build word recognition and confidence for struggling readers.
6. Create sentence stems or frames to aid students talking about the image. Then have students practice with a partner.	Sentence stems and frames support students with a language structure for discussion using the academic vocabulary.
7. Have the class build their own paragraph using the labeled image, sentence stems or frames and partner talk.	Students can use all the scaffolds to produce this quick write embedding the academic vocabulary. Some will copy the sentence stems or frames used in Step 6 while others will write their own sentences.

RPM CAMPUS WIDE INFORMATION (TO BE UPDATED WITH FEBRUARY FEEDBACK)*.**

REINFORCEMENT:

Most teachers understood the expectation of displaying six authentic work samples of the same type. Most teachers attempted some sort of a reflective writing component as well.

REFINEMENT:

As a campus we must work to ensure alignment of the independent work sample to the actual STUDENT EXPECTATION. We will work on this specifically next week in PLCs as they relate to every lesson plan we complete for the remainder of the year.

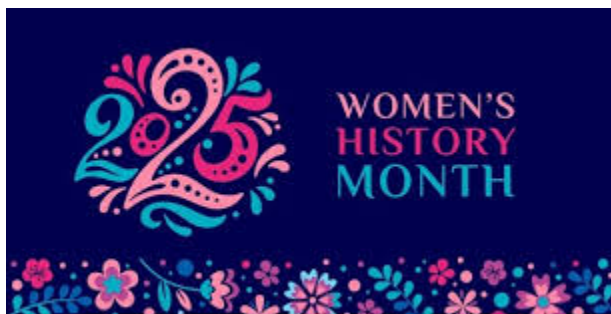
For the next round of RPM Boards, we want to work diligently to focus on this need.

Fun Days in March

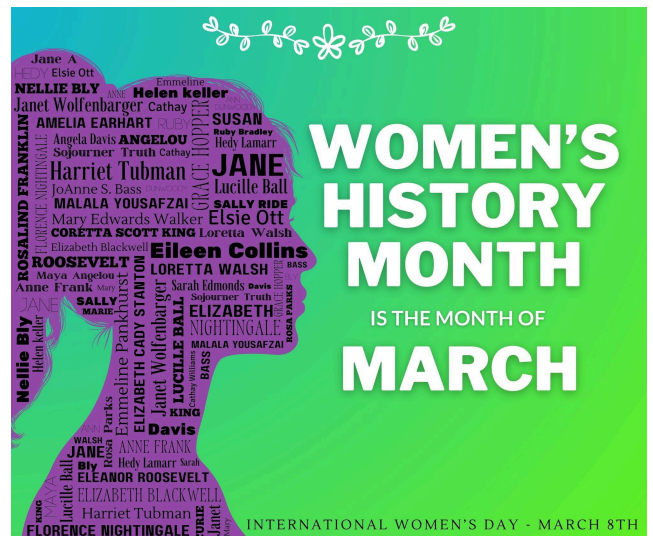
1st Share a Smile Day	18th Johnny Appleseed Day
2nd Dr. Seuss Birthday	19th Chocolate Caramel Day
3rd National Anthem Day	20th First Day of Spring
4th National Poundcake Day	21st Children's Poetry Day
5th Parachute Day	22nd National Goof Off Day
6th Dentist Day	23rd World Meteorological Day
7th Telephone Day	24th Chocolate Cover Raisin Day
8th Working Women's Day	25th International Waffle Day
9th Barbie's Birthday	26th Make up your own Holiday
10th Genealogy Day	27th National "Joe" Day
11th Basketball Day	28th Something on a Stick Day
12th Girl Scout Day	29th Pickle Day
13th Good Samaritan Day	30th Doctor's Day
14th Potato Chip Day	31st Clams On the Half Shell Day
15th Ide of March	
16th Freedom of Informatin Day	
17th St. Patrick's Day	

partysshelf.com

National Craft Month



shutterstock.com - 2525230329



Welcome Travelers!

**Before we get started,
please sign in using
the QR code below**



<https://tinyurl.com/3e45477d>

An aerial photograph of the Panama Canal locks, showing the waterway, locks, and surrounding infrastructure. A semi-transparent white circle is overlaid in the center, containing text and a plane icon.

Let's go to...

Panama



Panama City, Galeta Point, Gamboa – 8 Days



My name is
Monica Guillory

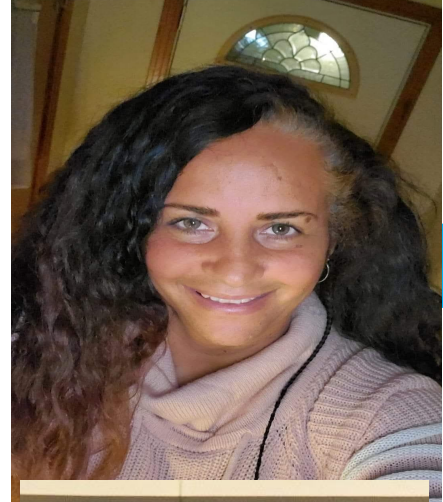
Our Chaperone Team!



Ebony Green



Jordan Britten



Denise Relford



Randy Tippett



**Officer Travis
Robertson**



Our agenda

What we are going to cover



1. The Value of Travel
2. Our Travel Partner
3. What We'll See & Do
4. What's Included
5. How to Enroll



Why travel...



Why educational travel

Families want these opportunities for their students!



It introduces
**new ways of
learning**



It provides
**innovative,
hands-on skills**



It gets students off
screens & **interacting
with the world**



It complements
the **academic
curriculum**



It provides
opportunity to
**discover one's
life passion**

EF Educational Tours

Our educational travel and safety partner



- 60 years of experience
- Staff on the ground 365 days a year in over 50 countries all over the world, including an office in Panama City, Panama!
- World leader in international education
- Accredited, just like our school

These blue dots are everywhere EF has an office!

Our safety & support partner



Local support and insight worldwide
(EF has an office in Panama City!)



EF's Safety and Incident Response Team



Flexibility to adapt our tour due to
unforeseen circumstances

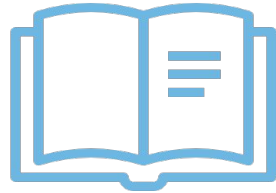


24/7 Tour Director and chaperone
team support



Our education partner

The best way to help students gain new perspectives and build skills for the future is through experiential learning



EF's Personalized Learning Guide

Students can earn 0.5 high school credits (included) by using this guide. This guide puts a more personal lens on their tour by tapping into their own interests and passions.

mandatory for our group



College essay help

EF's college essay guide helps students use their tour as inspiration for a personal essay that admissions officers can't resist.

Waterways and Wetlands in Panama



Our EF STEM experience



Experiential learning

We will apply STEM principles by participating in project-based learning that goes well beyond theory



Innovative locations

We will tour exciting destinations that host some of the world's most advanced laboratories, universities, and companies, or are simply perfect global "classrooms" to study scientific issues of the day in real life



Industry experts

We will collaborate and learn with scientists, engineers, researchers, and other STEM practitioners in the field



Activities in Panama, the Panama Travel Experience

Panama City

Days 1-5

Day 1



Fly to Panama City

Day 2



Visit the Panamá Viejo Ruins and museum



Take a walking tour of Casco Viejo



Visit the Biomuseo

Participate in an interactive STEM workshop



Day 3

Take part in wetlands field work



Continue your wetlands field work



Day 4

Go on an expert-led tour of Metropolitan Natural Park



Day 5

Panama City, the Caribbean coast & Gamboa

Days 6-8

Day 6



Take a day trip to the Caribbean Coast



Learn about coastal ecosystems on the Caribbean coast



Go snorkeling

Day 7



Take a biologist-led boat ride on the Panama Canal

Visit the Miraflores Visitor Center at the Panama Canal



Enjoy a folklore dinner and show



Travel home



Day 8



See amazing engineering
as you see the Panama Canal





During this tour, you'll also:

- Visit the Biomuseo, a Frank Gehry-designed building
- Learn about the area's unique biodiversity, caused by tectonic plate movement that pushed Central and South America together

Explore Casco Viejo, the UNESCO

World Heritage Site on a walking tour



You'll also..

- Learn why wetlands are endangered and how to preserve them
- Receive an official wetlands ambassador certificate

**Help scientists spot endangered birds
during wetlands conservation fieldwork**

Participate in mangrove reforestation efforts



You will also

- Collect data & make observations in a mangrove forest

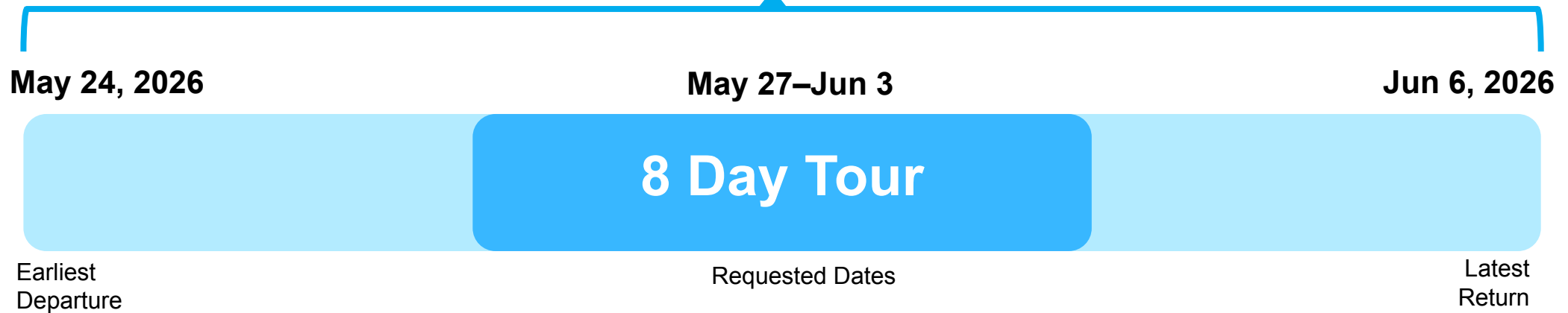


And don't forget
about the food



Our travel dates

****Block off your calendars from the earliest departure to the latest return****



✈ Our flexibility with these dates will help EF create the best on-the-ground experience for us

✈ We will receive our confirmed dates 2-3 months before tour

What's included in our itinerary



Round-trip airfare on major airline carriers



Hotel stays at quality, clean accommodations



Regional-style meals for breakfast, lunch and dinner



Tour Director who will be with us 24/7



Transportation on tour, including a comfortable motorcoach bus



Expert local guides providing cultural insight



Guided sightseeing of all our destination has to offer



Hands-on STEM learning with industry-leading experts & organizations

Travel with confidence

For our group:

Peace of Mind Program

This program provides our group with flexibility to change our trip due to unforeseen circumstances.

For each traveler:

Global Travel Protection Plan

Pre-tour and on-tour benefits including:

- Illness and accident coverage
- Trip Interruption coverage
- Protection for your belongings
- Trip delay coverage
- Emergency evacuation coverages

**We will provide more information about all these benefits after this info session*

Traveler Requirements

To be eligible to join us:

- No more than 3 unexcused absences (Excused are okay!)
- No ISS, OSS or DAEP Placements
- Must participate in all fundraising activities
- Must participate in all pre-tour learning workshops
- Must participate in all post-tour learning workshops

What you are responsible for

❑ Applying for a Passport (and visas, if applicable)

To apply for a passport, you will need:

- U.S. Birth Certificate or Certificate of Citizenship
- Passport Photo
- Both parents must be present to apply for a passport (if traveler is under 16)
 - *Or complete additional paperwork from the State Department*
- Cost of Passport (Over 16): \$165
- Cost of Passport (Under 16): \$135

More information at: **travel.state.gov/passports**

**Stay tuned for info about our
Passport Support Night!**



Deadline to Submit
Passport Information
to EF Traveler
Account:

Oct 1, 2025

Everything we get



Itinerary & logistics

- ✓ Everything we talked about getting on tour!



Safety & support

- ✓ Personal traveler account online
- ✓ Traveler Support Team
- ✓ 24/7 Safety & Incident Response Team while your student is traveling
- ✓ Peace of Mind Program



Personalized learning

- ✓ Project-based learning guide
- ✓ High school credit options available



Time to enroll!

GUARANTEED SPOTS AVAILABLE:
38 students

ENROLLMENT DEADLINE:
11:59pm on Friday, March 7th



Enrollment is open!

OUR ENROLLMENT PAGE

<https://tinyurl.com/mhndcvpd>



QUESTIONS?

- Submit the sign-in form
- Chat with EF: www.eftours.com
- Or Call EF's Traveler Support Team
 - 800-665-5364



How to Enroll

Step 1: Sign up in English or Spanish



Waterways and Wetlands in Panama

Group Leader

Monica Guillory

Tour number

2870297ZJ

Requested dates

May 27, 2026–June 3, 2026

Requested departure city

Houston, TX

If you're looking to enroll yourself or someone else on the tour above, you're in the right spot.

Are you looking to enroll multiple people? Amazing! Please complete one enrollment at a time. At the end, you will be prompted to return to the beginning for the next traveler.



Risk-free enrollment period

New travelers who enroll no later than February 28, 2025 can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF, including your non-refundable enrollment fee. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date. [View guidelines.](#)



EF Future Travel Voucher Holders

Do you have an EF Travel Voucher and would like to redeem it towards this tour? If so, please call 1-800-665-5364 to enroll.

Registrar en español

Sign up in English

Tell us about the traveler

This is the person who will be going on tour. Please enter the following information as it will appear on their government issued ID. We use this information to book flights, hotels, and other tour experiences, which require an exact match to the ID they'll use on tour. They haven't got a passport yet? Don't worry! Just enter whatever information they plan to apply for one with.

First name

Middle name

Last name

Date of birth (mm/dd/yyyy)

MM/DD/YYYY

Citizenship

☐ United States

☐ Other

Sex/Gender (matches or will match passport)

☐ F

☐ M

☐ X

Back

Next

Waterways and Wetlands in Panama

Requested departure city:

Houston, TX

Requested dates:

May 27, 2026 - June 3, 2026

Group Leader:

Monica Guillory

Tour number: 2870297ZJ

Step 2: Tell us about the traveler

IMPORTANT! Please make sure students name will match name on passport



Step 3:
Fill out
Primary
Contact
information
for your
student

Who is our primary contact for Test's tour?

We'll be in touch with this person about payments and other important travel details. (They're likely Test's parent or guardian.)

Contact details

First name

Last name

Relationship to traveler

Date of birth (mm/dd/yyyy)

MM/DD/YYYY

Email

Confirm email

Mobile phone

(XXX) XXX-XXXX

☐ Prefiere comunicaci3n en espaol cuando est3 disponible.

Street address 1

Enter a location

Street address 2 (optional)

City

State

Zip code

☐ This person is also Test's emergency contact. They're not traveling with Test's group and will be reachable for the duration of Test's tour.

Back

Next

Waterways and Wetlands in Panama

Requested departure city:
Houston, TX

Requested dates:
May 27, 2026 - June 3, 2026

Group Leader:
Monica Guillory

Tour number: 2870297ZJ

PLANNER

Step 4: Please fill out your student's contact info

Confirm all details and contact info is accurate!

How can we get in touch with Test?

We'd love to send exciting emails about photography tips, contests, and more. Having a phone number and email also helps Monica Guillory stay in touch before and during tour. We will, of course, continue to email test@gmail.com with important updates and tour details.

Test's email (optional)

Test's mobile phone

(XXX) XXX-XXXX

☐ Please use Parent's phone number

☐ Prefiere comunicaci3n en espaol cuando est3 disponible.

Back

Next

Step 5: Select “I don’t want extra protection”

Protect Test's tour against the unexpected

Sometimes even the best-laid roads have bumps. Travelers can choose to enroll in a Global Travel Protection plan, designed specifically with EF travelers in mind. These affordable plans provide pre-departure and on-tour benefits, including medical expense coverage that may apply on tour and tour cancellation for the stated reasons below.

☐ Global Travel Protection Plus Plan \$590

Travel benefits

- Illness and accident
- Trip interruption
- Protection for your belongings
- Trip delay
- Emergency evacuation

Cancellation coverage

Add this plan within 10 days of enrollment and cancel for any reason up to 360 days prior to departure for a full refund less only the \$95 non-refundable enrollment fee and any other non-refundable fees. Travelers can also receive a refund of the Program Price (minus the cost of the plan and other non-refundable fees) if you need to cancel this tour for any reason, up to 24 hours prior to departure.

[Review Full Plan Terms, Conditions, and Exclusions](#)

☐ I don't want extra protection

[View EF cancellation policy](#)

Back

Next

Price Details

Group program price	\$0
Total	\$0
Total	\$0

Waterways and Wetlands in Panama

Requested departure city: Houston, TX

Requested dates: May 27, 2026 - June 3, 2026

Group Leader: Monica Guillory

Tour number: 2870297ZJ

Booking Conditions

You're almost done! Please review and accept our Booking Conditions below. Scroll all the way to the bottom and choose "Submit" to complete your application. (We'll process your payment at that time.)

General Terms and Conditions

These Booking Conditions are valid for all EF tours departing after October 1, 2025. All tours are operated outside of the U.S. by EF Education First International, Ltd., Switzerland. EF Institute for Cultural Exchange, Inc. is a marketing service provider for that company and is referred herein together with EF Education First International, Ltd. as "EF."

WHAT'S INCLUDED IN THE PROGRAM PRICE?

- Round-trip airfare
- Accommodations in hotels with private bathrooms
- A Tour Director available 24 hours a day from when you arrive until you depart
- Breakfast and dinner daily in Europe. (For non-European destinations different meal plans may apply.)
- Sightseeing tours and excursions led by licensed local guides as specified
- Airport transfers and transportation between destination cities
- Transportation to all included activities
- Entrance fees and theater tickets as specified
- EF walking tours and Tour Director-led sightseeing as specified
- Cruises, trains, or ferries as specified
- 24-hour worldwide emergency service
- Support from EF representatives abroad
- EF backpack for each tour

The above apply to all tours unless otherwise noted on the tour itinerary.

WHAT'S NOT INCLUDED IN THE PRICE?

- Rooming supplement (if applicable)
- Optional excursions (except where indicated)
- Global Travel Protection plan or Global Travel Protection Plus plan (except where indicated)

Price Details

Group program price ▼ \$0

Total \$0

Total \$0

Waterways and Wetlands in Panama

Requested departure city: 
Houston, TX

Requested dates: 
May 27, 2026 - June 3, 2026

Group Leader:
Monica Guillory

Tour number: 2870297ZJ

Step 6: Scroll all the way to the bottom and submit!

[Download EF Booking Conditions](#)

[View EF Privacy Policy](#)

☐ I (or parent / legal guardian if enrollee is under the age of 18 or a minor under any applicable law) have completely read, fully understand, and agree to be bound by all of the terms and conditions of EF's Booking Conditions, which include a Release of Liability & Agreement, terms and policies governing Cancellations and Modifications, Payment Plan Terms and Conditions, Paperless Billing Terms, and EF's Rules of the Road. I agree to be bound by and to comply therewith.

Back

Submit

1. Once your student is enrolled or on the waitlist you will see a confirmation page
2. Save your Customer Number! This is your identification number with EF
3. You will get a confirmation email. Please confirm your account & create a password to access your student's traveler account in the future.
4. This traveler account is where you need to **update your passport information by October 1, 2025.**
5. **PLEASE DOUBLE CHECK YOUR LEGAL NAME ON YOUR EF ACCOUNT MATCHES YOUR PASSPORT:** Your full legal name on your passport MUST MATCH your account number. EF will use this information to book your flights. If your name doesn't match, you may be denied boarding at the airport. For any questions about your account or entering your passport information, please call EF's Traveler Support Line M-F (9-5pm) (800) 665-5364.



***WE
PROMISE TO LOVE
& CARE FOR YOUR
CHILDREN AS
THOUGH THEY
ARE OUR OWN.
Thank you for this
opportunity!***

