West Orange-Cove CISD
West Orange-Stark Elementary
Campus Improvement Plan

2011-2012

Mission Statement

The mission of West Orange – Stark Elementary School is to provide all students an opportunity to succeed at academics, problem solving and cooperative activities to be engaged in a variety of learning experiences in a safe, supportive, challenging and culturally diverse environment.

Vision Statement

At West Orange-Stark Elementary we have high expectations for students and staff to work together to maintain an environment that is engaging, challenging, and enriching for all.

School Motto

WOSE ~ "Where Our Standard Is Excellence"

Professional Staff Members

Name	Department	Representation	Years of Service
Benny Smith	Campus	Principal	2010-2011 – 2011-2012
Theresa Beauchamp	Kindergarten and 5th Grades	Assistant Principal	2011-2012 – 2012-2013
JoEllen Enmon	First and Second Grades	Assistant Principal	2011-2012 – 2012-2013
Patricia Lee	Third and Fourth Grades	Assistant Principal	2011-2012 – 2012-2013
Vickie Price	Core Subjects K-5th Grades	Academic Coordinator	2011-2012 – 2012-2013
Amy Craig	Math	Numeracy Coach	2011-2012 – 2012-2013
Kym Franklin	ELAR	Literacy Coach	2011-2012 – 2012-2013
Heather Anderson	Kindergarten	Teacher	2011-2012 – 2012-2013
Susy Balsano	4th Grade Math	Teacher	2011-2012 – 2012-2013
Malinda Bryant	Special Education	Teacher	2011-2012 – 2012-2013
Karen Ford	4th Grade Writing	Teacher	2011-2012 – 2012-2013
Katie Kornegay	5th Grade Science	Teacher	2011-2012 – 2012-2013
Sandy Meche	2nd Grade	Teacher	2011-2012 – 2012-2013
Melissa Yelverton	ESL	Teacher	2011-2012 – 2012-2013

Parents, Business, & Community Members

Name	Group	Address	Contact Number
Wes McClelland	Parent	701 Cypress Orange, TX 77630	409-883-9662
Michelle McClelland	Parent	701 Cypress Orange, TX 77630	409-883-9662
Rev. Dr. Carolyn McCall	Community Member	1103 3rd St Orange, TX 77630	409-883-5611 409-770-7787
Wayne Sparrow	Business Representative	1107 6th St. Orange, TX 77630	409-883-2487 409-988-8664

2011 Data

Grade	Math	Reading	Science	Writing
3	68	76		
4	74	64		80
5	76	78	66	

Commended Percentages

Grade	Math	Reading	Science	Writing
3	13	18		
4	17	18		7
5	11	22	32	

Breakdown by Sub-Groups

Sub-Groups	Reading	Math	Science	Writing
All Students	72	72	66	80
White	79	80	77	88
African American	69	68	65	78
Hispanic	79	79	58	73
Special Ed	50	44	27	
Economically Disadvantaged	71	72	67	79

2011 State Averages

Grade	Math	Reading	Science	Writing
3	87	89		
4	85	88		90
5	92	92	87	

Section 1

Instruction

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
1.1 LITERACY • To increase student engagement and learning • To increase assessment scores • To utilize the new curriculum • To increase fluency at all grade levels. • To close the gap between our scores and the state average. • To use best practices in the classroom • To make sure students are reading at or above grade level. **1.2 MATH** • To increase student engagement and learning • To increase assessment scores	**Systems for Data-Informed Instructional Placement** (Title I, Part A.1)	• Use Eduphoria/Aware and assessment data to help teachers disaggregate data. • Utilize the new curriculum to ensure best practices are being used and taught. • Use Accelerated Reading to help raise fluency rates. AR parties and incentives will be addressed every six weeks. • Study Island will be used as a computer tutorial/intervention. Teachers will teach in whole groups and small groups using differentiated instruction. • Daily 5, Trimuphs grade	**Implementation Timeline**: Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data. **Formative Findings:** Formal and informal weekly assessments, 4th and 5th, AR test, progress monitoring **Summative Findings:** STAAR assessments, 6 weeks benchmark, IStation assessments, STAR Test **Implementation Timeline**: Intervention	**Benny Smith (Principal)** **Theresa Beauchamp (Asst. Principal)** **JoEllen Enmon (Asst. Principal)** **Patricia Lee (Asst. Principal)** **Vickie Price (Academic Coach)** **Kym Franklin (Literacy Coach)** **Amy Craig (Numeracy Coach)** **CILT TEAM** **Instructional Staff** **RTI Team**	Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, Benchmark BOY report, Eduphoria, IStation data, Skyward FUNDING: Local Funds Student Activity Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA

• To utilize the new curriculum • To close the gap between our scores and the state average. • To use best practices in the classroom • Bring multiplication facts to automaticity • Use same vocabulary and teaching strategies through all the grade levels **1.3 SCIENCE** • To increase student engagement and learning • To increase assessment scores • To utilize the existing curriculum and new Gateways curriculum for grade 5 • To close the gap between our scores and the state average. • To use best practices in the classroom • Use same vocabulary and teaching strategies through all the grade levels • Adequate time for science instruction through out the grade levels (k-5)	**Systems for Data-Informed Instructional Placement** (Title I, Part A.1) **Systems for Data-Informed**	K-5. • DRA 2 will be implemented at grade 4-5 and piloted at grade 3. Interventions will be done by teacher and Istations (web based tutorial program). • Utilize staff to present professional developments for areas of need. (ex. Smart board training, Quizdom). • Implementation of Journaling K-5 within core subjects.(Use of foldables) • Utilize Writing Academy at grade 4 and made available for other grades. • Use effective test taking strategies (ex note taking, find and underline important information). • Rewards used for intervention/tutorial. Utilization of graphic organizers (story maps, webs, venn diagrams, flow charts, t charts). Address STAAR readiness standards	groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data. **Formative Findings:** Formal and informal weekly assessments, 4th and 5th, progress monitoring **Summative Findings:** STAAR assessments, 6 weeks benchmark, implement Universal Screener **Implementation Timeline**: Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data. **Formative Findings:** Formal and informal weekly assessments, 4th and 5th, **Summative Findings:**		data, Benchmark BOY report, Eduphoria, IStation data, Skyward FUNDING: Local Funds Student Activity Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, Benchmark BOY report, Eduphoria, IStation data, Skyward FUNDING: Local Funds Student Activity

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	Instructional Placement (Title I, Part A.1)	through professional development • Utilize Gateways at grade for Science • Professional Development that addresses the new STAAR standards and the appropriate grade levels for introduction, mastery, and review of TEKS. • Parent Nights will be held at all grade levels and subject areas to address TEKS and instruction. • All grade levels are expected to do hands on labs (utilize AIMS activities). • Utilize local resources such as Shangri La (K-5) and Jason Project (4-5).	STAAR Assessments,6 weeks benchmark, implement universal screener		

Section 2

Student Attendance, college Readiness and Graduation/Dropout Rate

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
2.1 CAREER AND COLLEGE READINESS/GRADUATION • To increase student engagement and learning • To increase number of commended performance on state assessment and close the gap between campus and state averages. • To use best practices in the classroom • Build in intervention/extension times in master schedule. • Decrease retention rate • Use staff members who have shown high success rates to support other teachers. • Common planning times reflected in Master Schedule • Effective staff developments within school and after for horizontal and vertical aligning • Build an educational foundation to support the continuing success of students to meet requirements	**Systems for Data-Informed Instructional Placement** (Title I, Part A.1)	• Utilize technology to increase engagement. • Core Subject informational parent/student nights. • Raise rigor using new curriculum and STAAR readiness standards though communication, professional developments, and using best practices. • Utilize 21st century after school program. • Strong emphasis on content vocabulary • Student in grades 2 – 5 will participate in UIL activities	**Implementation Timeline**: Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data. **Formative Findings:** Formal and informal weekly assessments, **Summative Findings:** TAKS data, beginning, middle and end of year benchmarks, six weeks benchmarking	**Benny Smith (Principal)** **Theresa Beauchamp (Asst. Principal)** **JoEllen Enmon (Asst. Principal)** **Patricia Lee (Asst. Principal)** **Vickie Price (Academic Coach)** **Kym Franklin (Literacy Coach)** **Amy Craig (Numeracy Coach)** **CILT TEAM Instructional Staff RTI TEAM** **Joan Bays Alisha Huckaby (Counselors)** **UIL Staff**	Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, Benchmark BOY report, Eduphoria, Istations, Skyward FUNDING: ADA Student Activity

of SAT/ACT 2.2 ATTENDANCE/DROPOUT RATE • Improve student attendance • Meet or exceed State attendance rate • Provide student residency questionnaire to homeless families or those who have changes in living arrangements		• Track excessive absences and tardies • System call out for absentees daily • Letters sent at three unexcused absences • Fourth unexcused absence charges filed • Ninety percent rule followed for students leaving early without medical excuse • Incentives for attendance	Six weeks reporting periods	**Benny Smith (Principal)** **CILT TEAM Instructional Staff** **Joan Bays Alisha Huckaby (Counselors)** **Bram Reed (Attendance)** **Paul Thomas (Student Liaison)** **Patricia Lee (MVP Liaison)**	**PEIMS Skyward Awards** **Court System**

Section 3

Safe, Secure, and Orderly Environment

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
3.1 Provide a safe and effective learning environment 3.2 Decrease classroom disruptions 3.3 Decrease discipline referrals		• Implement District Discipline Intervention Program (CHAMPS) • Use of Raptor for visitors • Implement District Prevention Plan • Train staff in crisis prevention • Involve, inform parents, guardian and community	• Implementation August 22, 2011 • Progress monitoring each six weeks • CHAMPS Team meetings • Reduction in the amount of referrals, students assigned ISS and number of suspensions • Increase in grades and test scores	**Benny Smith (Principal)** **Theresa Beauchamp (Asst. Principal)** **JoEllen Enmon (Asst. Principal)** **Patricia Lee (Asst. Principal)** **CHAMPS Team** **Staff**	Mustang Grams Star Notices PEIMS Skyward Discipline Reports Eduphoria FUNDING: Title Funds (CHAMPS Training) Student Activities (incentives)

Section 4

Parent and Community Involvement

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
4.1 Increase involvement of non-English speaking parents 4.2 Increase parent and community involvement 1. volunteers 2. PTA 3. Open House 4. Special Programs 5. Parent Meetings		• Parent Compact • PIN • Mentor Texas Foster Grandparent Program • Kiwanis • Terrific Kids • Junior Achievement • STAAR training for parents • Campus website • Staff websites • Utilize community based organization as resources to integrate curriculum	• Logs • Minutes • Membership rolls • Sign-in sheets • Translator provided at meetings • Translation of school literature (letters, posters, etc)	**Benny Smith (Principal)** **Theresa Beauchamp (Asst. Principal)** **JoEllen Enmon (Asst. Principal)** **Patricia Lee (Asst. Principal)** **CILT TEAM** **Staff** **Paul Thomas (Student Liaison)** **Paula Tacker (Texas Agri-Life)** **Fallon Foster (Southeast Texas Foodbank)** **Doris Hudson (ESL Tea. Asst.)**	Skyward District website Campus website Staff website Facilities FUNDING: PTA Title Funding

Section 5

West Orange-Stark Elementary will provide appropriate instruction to all general education, English language, special education and gifted learners.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
5.1 Language acquisition for ESL students 5.2 Align special education curriculum with regular education curriculum 5.3 Utilize inclusion to insure least restrictive environment 5.4 Initiate collaborative process between special education and general education teachers to facilitate intentional ongoing planning for students with special needs 5.5 Collaboration between related service providers, general and special education teachers		• Utilize new curriculum • Utilize ELPS proficiency standards • Project Based Learning • After school opportunities to extend learning (UIL, Robotics, etc) • Professional Development	• One level per year of growth(ESL) • Increase the number of teachers GT certified • Increase amount of collaboration with teachers and students • Evidence of rigor in curriculum • GT students will show academic growth	**Benny Smith (Principal)** **Melissa Yelverton (ESL)** **Doris Hudson (ESL Teaching Assistant)** **Special Teachers** **Joan Bays** **Alisha Huckaby (Counselors)** **Donna Freer (Diagnostician)** **Instructional Staff** **GT committee** **UIL staff** **RTI team** **Robotics Coaches** **Colin Paulino (Occupational Therapist)**	• Staff development for instructional staff that have ELL students in ELPS • GT Action Plan • Eduphoria • New curriculum for ELA/Reading and Math • Special Education Manager FUNDING: Local Funding Special Education

5.6 G.T students receive instruction in the regular classroom with a certified GT teacher				**Resa Fawvor (Physical Therapist)** **Carol Ambers (Vision)**	
5.7 GT students will extend learning through project based learning and additional learning opportunities during and after school		• Coordinated School Health Model Goals			
5.8 Increase communication with general and special education parents, GT and ESL parents			• Review fitness assessment along with academic achievement, behavior and absence data while updating the CIP	**Physical Education Teachers Patrice Ivory Shae Landry Teaching Assistances Alice Rhodes Patsy Felix** **Instructional Staff** **SHAC**	Skyward Eduphoria Fitnessgram
5.9 WOSE has adopted CATCH as their Coordinated School Health Program (CSH)					
5.10 Integrate Health TEKS within core curriculum and physical education					
5.11 Campus-wide implementation of the CSH components					
5.12 Involvement in School Health Advisory Council					

Section 6

West Orange-Stark Elementary students will develop technology skills that promote their own learning.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
6.1 Integrate Technology into instruction in all core subjects		• Schedule staff development for new technologies including implementation of technology use for special populations • Utilize computer labs and classroom computers • Robotics • Computer based assessments	• Walkthroughs that reflect evidence of use of technology • Sign-in sheets of professional development • Evidence of engaged students	**Benny Smith (Principal)** **Theresa Beauchamp (Asst. Principal)** **JoEllen Enmon (Asst. Principal)** **Patricia Lee (Asst. Principal)** **CILT Team** **Vickie Price (Academic Coordinator)** **Kym Franklin (Literacy Coach)** **Amy Craig (Numeracy Coach)** **Phyllis Jeanis (Librarian)** **Instructional Staff**	Technology FUNDING: Local Funding Student Activities