

LEA Name:	West Orange-Cove
Campus Name:	West Orange-Stark Elementary

**Accountability Monitoring  
State Targeted Reconstitution Plan  
(Supplement to the Improvement Plan)**

TEA Reviewer Only:					
Initial Determinations:	Staffing Decisions:		Final Reconstitution Plan:		
Staffing Decisions:	Date Final Version Approved (For Use by TEA REVIEWER only):		TEA Reviewer:		
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Resources and Persons Responsible	Timelines	Comments
Campus Redesign that Addresses Staff Changes/Retention	Principal change as well as teacher moves as needed based on CBA data and administrative walkthroughs.	The principal and one assistant principal were replaced prior to the beginning of the 2014-2015 school year.  Prior to the start of the 2015-2016 school year one kindergarten teacher was replaced, one 3rd grade Math teacher was replaced, two 3rd grade Science/Social Studies teachers were replaced, one 3rd grade interventionist was replaced, one 4th grade Reading teacher was replaced, one 4th grade Writing teacher was replaced, one 5th grade Social Studies teacher was replaced, one special education teacher was replaced, two self-contained special education teachers were replaced, and the principal and counselor were replaced.	Principal, Assistant Superintendent of Curriculum and Instruction, DCSI, CIT, PSP.	2014/15 school year.	We feel that during the summer of 2014 we redesigned both campus leadership and teaching staff through attrition, redesign and contract non-extension.
Campus Redesign that Addresses Financial Commitment	In 2011 the campus staff was cut tremendously in order	For the 2015 school year six new positions were added to the elementary campus from the previous school year: One Interventionist, 4 regular classroom positions, and one ISS SPED certified teacher.	\$240,000 for the six additional positions for the 2015 school year. Finance department, Superintendent, School Board. Also a \$10,000 donation from a local church for student	2014/15 school year.	
Campus Redesign that Provides a Rigorous and Relevant Academic Program	Assistant Principals were not used academically on the campus.	The leadership team has been restructured to include assistant principals in academic decision making and accountability roles. APs as well as academic coaches and principal conduct daily classroom walkthroughs and document observation strengths and weaknesses. Teachers respond to observations in writing by the end of day to the principal for	Tyrus Doctor, restructured leadership team.	2015 school year.	
Campus Redesign that Provides Personal Attention and Guidance	It was determined that additional central office support was needed at the elementary campus.	The Assistant Superintendent of Curriculum and Instruction conducts weekly visits in order to support the campus in implementing academic initiatives.	Dr. Martinez/Superintendent	Weekly	Dr. Martinez is currently visiting the campus two to three times per week.
Campus Redesign that Provides High Expectations for All Students	Instruction lacked rigor and administration lacked the tools for ensuring that classroom rigor was present on a weekly basis.	A Common planning period has been provided for lesson planning where TEKS are deconstructed, instruction is aligned with TEKS and rigor is addressed. Weekly the TEKS are posted with student work samples addressing those posted TEKS. CBA results are also posted by teachers each six weeks.	Campus administration	Weekly	This component was added following a visit to an exceptional campus in San Antonio.
Campus Redesign that Addresses Curriculum and Instructional Changes	Curriculum needed to be updated in order to meet the new math TEKS.	Contract agreements were initiated with math specialist Lois Moseley to work with math teachers at the elementary (Check and Go and Choral Reading). The elementary is also contracting with Region V specialists for assistance with Reading and Science.	Central office, campus principal.	Twice per month	Thus far we are seeing more students being moved to level 1 and a decrease in level 3 student populations.
Campus Redesign that Addresses Structural and Managerial Innovations	Morning traffick congestion contributed to student tardies.	Bus and parent dropoff pickup areas have been relocated in order to decrease traffic congestion and improve student supervision and safety, and increase instructional time.	Campus Principal	August 2014 implementation	Tardies have decreased for the current school year.
Campus Redesign that Addresses Sustained Professional Development	Professional development needed to be ongoing and scientifically based to meet the needs of students.	Professional Learning Communities have been developed in each grade level. Lunch and learn opportunities are conducted by academic coaches/coordinators in order to	Academic Coordinator	Weekly	Staff has been very receptive to attending these meetings.
Campus Redesign that Addresses Enhanced Parental and Community Involvement	Student discipline was negatively impacting instruction	As part of COMPAQ for the 2014/15 school year WOSE implemented CHAMPS and presents program information as well as successes through monthly parent meetings. Academic information is shared as well. Assistant principal daily walk-throughs has also positively impacted student	Campus Administration / CILT Team/ CLT	Monthly	Discipline referrals decreased 66% in first 6 weeks.
Other Elements of Innovative Campus Redesign	Opportunities are needed for cross curricular and cross gradelevel open communication regarding instructional strengths and weaknesses	Special Ed, ESL, grade level, and subject area story boards / action plans are created, presented, and recorded that instructional success as well as weaknesses along with actions plans to address weaknesses. These activities are held and shared each cycle.	Campus staff	Each cycle	This process is instrumental in promoting positive change and open communication.

