West Orange-Stark Elementary

Campus Improvement Plan

2012-2013

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 in order to meet the state exemplary criteria.

Vision Statement

Our vision for our campus is to achieve recognized status as defined by the state accountability guidelines and the Adequate Yearly Progress guidelines.

School Motto

WOSE: "**W**here **O**ur **S**tandard Is **E**xcellence"

Professional Staff Members

Heather Anderson: **Grade K Teacher/Social Studies CILT Representative**

Melissa Stone: **Grade 1 Teacher/ Language Acquisition CILT Representative**

Beth Lanclos: **Grade 2 Teacher/ Reading CILT Representative**

Camille Franklin: **Grade 3 Teacher/ Lower Math CILT Representative**

Susy Balsano: **Grade 4 Teacher/ Upper Math CILT Representative**

Karen Ford: **Grade 4 Teacher/ Writing CILT Representative**

Katie Kornegay: **Grade 5 Teacher/ Science CILT Representative**

Kayla Hoffpauir: **Upper Elementary Math Special Education/ Special Education CILT Representative**

Kym Franklin: **Literacy Coach**

Amy Craig: **Numeracy Coach**

Vickie Price: **Academic Coordinator**

Patricia Lee: **Assistant Principal**

Jo Ellen Enmon: **Assistant Principal**

Beverly Robinson: **Assistant Principal**

Benny Smith: **Principal**

Community Members

Rev. Dr. Carolyn McCall	Wayne Sparrow	Sheyrale Moore
Community Member	Business Representative	Parent Representative
1103 3rd St Orange, TX 77630	1107 6th St. Orange, TX 77630	1223 Jayway St Orange, TX 77630
409-883-5611	409-883-2487	409-9205302
409-770-7787	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	

Ethnic Breakdown

Ethnicity	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	92		
4	89	86		92
5	86	86	88	

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
1.1.1 To increase student engagement and learning	• Use effective reading comprehension strategies (examples: note taking, inferencing, Kilgo questioning stems ,FCRR, think-pair-share and open ended responses) • Utilization of graphic organizers • Continued implementation of journaling •	KILGO questioning stems FCRR Think pair share Open ended questioning Story Maps Webs Charts (literacy charts/ anchor charts) Diagrams Use of foldables Student journals	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, AR test, Istation, progress monitoring, fluency probes. Summative Findings: Boy, MOY, EOY assessments, STAAR Modes, STAAR assessments, 6 weeks test, IStation assessments	Reading CILT Representatives: Beth Lanclos Karen Ford Melissa Stone Instructional Staff: ELAR teachers Academic Coordinator: Vickie Price Literacy Coach: Kym Franklin Administration: Benny Smith Jo Ellen Enmon Patricia Lee Beverly Robinson RTI Team: Vickie Price Amy Craig Kym Franklin Benny Smith Jo Ellen Enmon Patricia Lee Beverly Robinson	Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, Benchmark BOY,MOY, EOY report, Eduphoria, IStation data, Skyward

1.1.2 To close our scores and the state average	• Integration of reading and writing • Disaggregate data to make data driven decisions	Daily 5 Istation Revised curriculum Reader's and Writer's Workshop Use of Writing Academy at grade 4 Eduphoria/ Aware		Alisa Huckabee Rhonda Keck Shirley Lormand Community Volunteers	
1.1.4 To increase fluency at all grade levels	• Assessment and student progress monitoring • Fluency practice • Building Great Readers	Daily 5 Accelerated Reader Incentive parties Building Great Readers Community volunteers			
1.1.5 To ensure students are reading at or above grade level	• Continued implementation of RTI process • Utilize Smart Objectives	Daily 5 Triumphs iStation Effective comprehension strategies			

	• Use best practices in the classroom • Parent Nights				
1.1.6 To provide teacher support	• Staff/ professional development	Development and use of PLC Peer to peer professional development PD360 Instructional support team Modeled lessons Utilization of CILT			
1.2.1 Increase student engagement and learning	• Utilize the revised curriculum • Utilize new problem solving model • Provide all students with appropriate manipulatives	Mentoring Minds RU BADD	<u>Implementation Timeline:</u> Intervention groups/tutorials begin by the 3rd week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data. <u>Formative Findings:</u> Formal and informal weekly assessments, progress monitoring	<u>Math CILT Representatives:</u> Camille Franklin Susy Balsano Kayla Hoffpauir <u>Instructional Staff:</u> Math Teachcers <u>Academic Coordinator:</u> Vickie Price <u>Numeracy Coach:</u> Amy Craig	Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, Benchmark BOY,MOY, EOY report, Eduphoria, Skyward, TSDMS, First In Math

				Summative Findings: BOY, MOY, EOY assessments, STAAR Modes, STAAR assessments, 6 weeks test, Fluency and automaticity assessments, TMSDS	Administration: Benny Smith Jo Ellen Enmon Patricia Lee Beverly Robinson	
	• Opportunity for enrichment • Continued use of journaling	First in Math Small group Early finisher activities Student journals Foldables			RTI Team: Vickie Price Amy Craig Kym Franklin Benny Smith Jo Ellen Enmon Patricia Lee Beverly Robinson Alisa Huckabee Rhonda Keck Shirley Lormand	
1.2.2 Close the gap between our scores and the state average.	• Use best practices in the classroom • Continued implementation of RTI process • Power Standards • Parent nights • Disagragate Data • Student self track of goal setting and achievement	Develop and utilize a common teaching strategy book Appropriate wait time for student response Creative Mathematics by Kim Sutton Achievement rewards Think Through Math (3-5) Math Fluency Creative Mathematics Eduphoria/ Aware Lead 4ward				

1.2.3 Increase rigor in instruction	• Integrate higher order thinking questions • Use best practices in the Classroom • Use Smart Objectives	KILGO questioning stems (Posters) Use of manipulatives Small group collaboration Journaling Project based learning			
1.2.4 To provide teacher support	• Staff/ professional development	Development and use of PLC Peer to peer professional development PD360 Instructional support team Modeled lessons Utilization of CILT			
1.3.1 To increase student engagement and learning	• Utilize the revised curriculum • Continued use of journaling	Gateways Science Starters Explore Learning Gizmos Student journals Foldables	Implementation Timeline: Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.	Science CILT Representatives: Katie Kornagay Instructional Staff: Science teachers	Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, BOY,MOY, EOY report, Eduphoria, Skyward, TSDMS

			Formative Findings:	Academic	
	• Provide hands on labs	Science labs Aims activities	Formal and informal weekly assessments, progress monitoring	Coordinator: Vickie Price	
1.3.2 To close the gap between our scores and the state average.	• Increase assessment scores	Best practices Journaling Gateways Science Starters Explore Learning Gizmos	Summative Findings: BOY, MOY, EOY assessments, STAAR Modes, STAAR assessments, 6 weeks test	Administration: Benny Smith Jo Ellen Enmon Patricia Lee Beverly Robinson	
	• Disaggregate data	Eduphoria/Aware			
	• Utilize local resources	Shangri La (K-5) Jason Project (4-5)			
	• Parent nights				
	• Use same vocabulary and teaching strategies through all the grade levels				
	• Adaquit time for Science instruction K-5				
1.3.3 To provide teacher support	• Staff/ professional development	Development and use of PLC Peer to peer professional development			

		PD360 Instructional support team Modeled lessons Utilization of CILT			

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 CARREER AND COLLEGE READINESS/ GRADUATIONS 2.1.1 To increase number of commended performance on state assessment and close the gap between campus and state averages.	• To increase number of commended performance on state assessment and close the gap between campus and state averages. • Raise rigorous instruction • Strong emphasis on content vocabulary • Walkthroughs	SMART Board iPads Clickers Computer Labs Revised Curriculum Professional Developments Best Practices Common vocabulary books Lead4ward	<u>Implementation Timeline:</u> 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. <u>Formative Findings:</u> Formal and informal weekly assessments, Summative Findings: STAAR data, beginning, middle and end of year benchmarks, six weeks testing Six weeks reporting periods	<u>CILT TEAM</u> Instructional Team Academic Coordinator Numeracy Coach Literacy Coach Instructional Staff <u>RTI TEAM</u> Vickie Price Amy Craig Kym Franklin Benny Smith Jo Ellen Enmon Patricia Lee Beverly Robinson Alisa Huckabee Rhonda Keck Shirley Lormand Counselors UIL Staff Robotics Instructors	Disaggregated needs assessment data, progress monitoring reports, 2010-2011 CBA data, Benchmark BOY, MOY, EOY report, Eduphoria, Istations, Skyward
2.1.2 Build in intervention/extension times	• Utilize 21st century (ACE)	UIL Robotics First in Math Think Through		CILT TEAM	

		Math (3-5)		Instructional Staff Counselors Attendance Student Liason MVP Liason	
2.1.3 Build an educational foundation to support the continuing success of students to meet requirements	• Core Subject informational parent/student nights linked to student performances. • College Readiness •	College word of the week/ facts Scheduled college shirts day Career fair day			
2.2 ATTENDANCE/ DROP OUT RATE 2.2.1 Improve student attendance	• Track excessive absences and tardies • Attendance committee	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			PEIMS Skyward Awards Court System
1.2.2	• Incentives for				

Meet or exceed State attendance rate	attendance				
1.2.3 Provide student residency questionnaire to homeless families or those who have changes in living arrangements	• Updated enrolment pack				

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
3.1.1 Provide a safe and effective learning environment	• Implement District Intervention • Decrease classroom disruptions • Decrease discipline referrals	CHAMPS Raptor visitors	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	Staff Principal Assistant Principals CHAMPS Team	Mustang Grams Star Notices PEIMS Skyward Discipline Reports Eduphoria
3.1.2 Implement district prevention plan	• Train staff in crisis prevention				
3.1.3 Periodic practice of emergency procedures	• Saftey and training	Fire drills Lock down drills Sever weather drills			

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
4.1.1 Increase parent and community involvement	• Communication with parents and community • Utilize community based organization as resources to integrate curriculum	Volunteers PTA Open house Special Programs Parent meetings Parent compact PIN Mentor Texas foster grandparent program Campus website Staff websites BGR	Logs Minutes Membership rolls Sign-in sheets Translator provided at meetings Translation of school literature (letters, posters, etc) Increased Fluency Rates	CILT TEAM Staff Student Liaison Texas Agri-Life Southeast Texas Foodbank ESL Community Volunteers Principals	Skyward District website Camus website Staff website Facilities Community Volunteers
4.1.2 Increase involvement of non-English speaking parents	• Translation of school literature and meetings				

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
5.1.1 Language acquisition	• Utilize ELPS proficiency standards	ESL Training Monitor population to ensure appropriate services	One level per year of growth(ESL) Increase the number of teachers GT certified	ESL Special Teachers Counselors Diagnostician Instructional Staff GT committee UIL staff	Staff development for instructional staff that have ELL students in ELPS
5.1.2 Align special education curriculum with regular education curriculum	• Utilize inclusion to insure least restrictive environment • Initiate collaborative process between special education and general education teachers to facilitate intentional ongoing planning for students with special needs • Collaboration between related service providers, general and special education teachers	Professional Development	• Increase amount of collaboration with teachers and students • Evidence of rigor in curriculum • GT students will show academic growth	Robotics Coaches Occupational Therapists Physical Therapists	GT Action Plan Eduphoria New curriculum for ELA/Reading and Math Special Education Manager Region V Service Center Skyward Eduphoria Fitnessgram

5.1.3 G.T students receive instruction in the regular classroom with a certified GT teacher	• Student Identification • Increase number of GT certified teachers	Cluster groups Project based learning			
5.1.4 WOSE has adopted CATCH as their Coordinated School Health Program (CSH)	• Integrate Health TEKS within core curriculum and physical education • Campus-wide implementation of the CSH components • Involvement in School Health Advisory Council				