West Orange Cove Independent School District

West Orange Stark Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: D

Mission Statement

The mission of West Orange-Stark Elementary is to provide all students an equal and safe opportunity to learn, grow and succeed, as well as encourage them to work together and empower each other, to be productive members of a culturally diverse society.

Vision

West Orange-Stark Elementary is committed to meeting the diverse needs of each child by engaging all students in rigorous academic activities, which promote higher level thinking, and to encourage and grow each student in their continued academic achievements.

School Motto

Working

On

Success

Everyday!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Orange-Stark Elementary School is located in West Orange Cove-CISD. According to the Texas Education Agency (TEA) 2019 Accountability Ratings overall summary report, our campus received a D rating. We are a Title I campus with 67.7% economically disadvantaged students, 9.2% English Learners (EL's), and 11.6% special education students. Our campus currently has about 1,062 students in kindergarten through 5th grade.

The following areas were identified as areas of need within WOSE demographics:

- Knowledge of the exact number of students who fall under each sub-population
- More male presence on campus as community volunteers or West Orange-Stark High School students

Student Achievement

Student Achievement Summary

West Orange-Stark Elementary School received a D Rating.

The Texas Education Agency (TEA) 2019 Accountability Ratings Overall Summary document revealed the following:

	Component Score	Scaled Score	Rating
Overall		61	D
Student Achievement		54	F
STAAR Performance	28	54	
College, Career, and Military Readiness			
Graduation Rate			
School Progress		60	D
Academic Growth	64	60	D
Relative Performance (Eco. Dis: 67.7%)	28	53	F
Closing the Gaps	31	63	D

The following subgroups were determined as areas of need to close achievement gaps:

- Economically Disadvantaged Students
- Continuously Enrolled
- EL (Current and Monitored)
- Special Education

2019 STAAR Results:

Grade	Subject	2018	2019	Difference
3	Reading	55	50	-5
3	Math	51	45	-6
4	Reading	43	51	+8
4	Math	61	51	-10

Grade	Subject	2018	2019	Difference
4	Writing	37	39	+2
5	Reading	51	59	+8
5	Math	62	65	+3
5	Science	38	45	+7

Student Achievement Strengths

According to the 2019 Closing the Gaps Status Table, our campus met the **Growth Status** targets in the following areas:

- African American (ELA/Reading)
- Hispanic (ELA/Reading)
- Economically Disadvantaged (ELA/Reading)
- Special Education (ELA/Reading)
- EL Current & Monitored (ELA/Reading)
- Non-Continuously Enrolled (Math)

School Culture and Climate

School Culture and Climate Summary

West Orange-Stark Elementary School supports our district's 2019 Mustang theme of *Embracing the Why*. Likewise, we support our district's initiative of growing all students at least one academic year during a given school year.

We realize that our school's culture and climate must include a joint effort where *all means all* in order to increase student achievement. We welcome parent and community involvement as we increase school pride and respect amongst staff, students, and parents. What's more, we embrace the following motto throughout the school year: *Working on Success Everyday!*

The following areas were identified as areas of need within WOSE school culture and climate:

- Provide newsletters
- Implement additional information nights
- Additional curriculum planning sessions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

West Orange-Stark Elementary School is a K-5 campus. We have dedicated teachers on each grade level that bring a variety of experiences. Moreover, our teachers are supported and provided with professional development to enhance student achievement. Teachers engage in Professional Learning Communities (PLCs) and district professional development to gather innovative skills for achieving and exceeding learning goals. The sessions range from Balanced Literacy, Differentiated Instructional Strategies, Response to Intervention (RTI) discussions, Eduphoria, TEKS Resource System, and T-TESS trainings.

The following areas were identified as areas of need within WOSE staff quality, recruitment, and retention:

- Certified teachers within their content area of expertise
- Increased number of EL certified teachers
- Actively recruit teachers from diverse backgrounds
- Support administrators in their development as instructional leaders
- Implement vertical alignment sessions to support all teachers
- Provide additional time for teachers to observe other teachers
- Utilize surveys to gather feedback from teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

West Orange-Stark Elementary School's main goal is to support and improve student achievement. Our teachers are provided with training to utilize the TEKS Resource System to access objectives. Our teachers utilize the TEKS Resource System Instructional Focus Documents (IFD) and the Year at a Glance (YAG) documents to plan instructional lessons. Through horizontal and vertical planning, we are dedicated to improving our reading, mathematics, writing, and science instruction by at least 10% in all areas. We will use previous STAAR data and Imagine Learning data to support daily interventions. The campus interventionists will assist in ensuring our Response to Intervention is implemented with fidelity. In addition, we will provide daily GT Enrichment sessions during intervention time to our students identified as Gifted and Talented. We will continue to implement differentiation strategies and best practices using Get Better Faster instructional coaching techniques presented by members of our campus instructional leadership team. Unit assessments will be closely monitored by the academic coach and dean to ensure TEKS alignment of the instructional objectives within the time frame. WOSE will follow the assessment calendar presented by the district's curriculum director to ensure accurate data is entered in a timely manner in order to effectively drive our instruction. These techniques will benefit all students by addressing their individual learning styles.

The following areas were identified as areas of need within WOSE curriculum, instruction, and assessment:

- Alignment of instruction and assessment to support and challenge all student sub-populations
- Assist teachers with designing lessons to address the needs of all student sub-populations

Parent and Community Engagement

Parent and Community Engagement Summary

West Orange-Stark Elementary School is committed to involving all stakeholders in the learning process. We will encourage our parents to attend special events on campus through web updates, phone calls, and letters home. Our goal is to plan events throughout the school year to involve all community members in the learning process. These programs include: a beginning of the year staff community bus visit to neighborhoods where the students reside, Family Literacy Night, Book Fair, STAARY Night, STAAR Parent Night, Father/Daughter Dance, and music programs.

The following areas were identified as areas of need within WOSE family and community involvement:

- Increase contact with all stakeholders
- Increase family and community involvement in all activities
- Involve family and community members in school decisions
- Provide community reach-out opportunities, including our campus community liaison
- Utilize various translation apps to communicate with parents as needed

School Context and Organization

School Context and Organization Summary

West Orange-Stark Elementary believes in promoting a positive image within our school and community. We will celebrate our successes by sharing with all stakeholders via our students, staff, and the media. Furthermore, we will provide a safe and secure learning environment. Visitors are required to utilize the main entrance where our receptionist will screen or enter their information via the Raptor system for proper identification. Various safety drills have been scheduled throughout the school year by our assistant principals to provide practice for critical circumstances or severe weather threats.

The following areas were identified as areas of need within WOSE school context and organization:

- Utilize and implement CHAMPS guidelines with fidelity to curtail negative behavior in all common areas
- Invite additional community leaders to serve on the Campus Improvement Plan (CIP) team

Technology

Technology Summary

West Orange-Stark Elementary School received Lenovo Chromebooks for all students. Our teachers utilize the devices to manage guided reading and math groups. On top of that, our students use the computer lab during their intervention times to access Imagine Math and Imagine Reading. In addition, all teachers received interactive displays to improve student achievement.

The following areas were identified as areas of need within WOSE technology systems:

- Follow district's plan for software updates and maintaining technology equipment
- Increase technology expertise amongst staff members through trainings with our district's instructional technologist
- Utilizing Eduphoria to input technology requests for technology work orders in a timely fashion

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 1: By June 2020, WOSE students will show at least 10% growth in 3rd, 4th, and 5th grade Reading.

Evaluation Data Source(s) 1: Improved performance on STAAR Reading assessments

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze data to provide instructional strategies that support different sub-populations	2.4, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach	-Improved performance in Domain 3: Closing the Gaps				
2) Utilize previous STAAR data to generate Plus 10 goals for individual students	2.4, 2.5, 2.6	Principal Associate Principal Assistant Principals Dean of Instruction Literacy Coach Interventionist Teachers	-Improved performance in Domain 2: School Progress -Each student will achieve at least one year of growth				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Utilize universal screener to place students in appropriate tier levels during interventions	2.4, 2.5, 2.6	Principal Dean of Instruction Interventionist	-Progress monitoring -Student growth -Knowledge of students				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Use Imagine Learning lessons and TEKS aligned resources to target specific areas during interventions	2.4, 2.5, 2.6	Principal Dean of Instruction Literacy Coach Interventionist	-Student growth in overall reading abilities				
Funding Sources: 199 - General Fund - 7300.00							
Comprehensive Support Strategy 5) Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students	2.4, 2.5, 2.6	Principal Associate Principal Assistant Principals Dean of Instruction Literacy Coach Interventionist	-Utilizing program with fidelity -Monitoring of student growth -Providing feedback				
6) Update data room after each unit assessment to improve instructional practices	2.6	Principal Dean of Instruction Literacy Coach Interventionist	-Progress monitoring -Student growth -Knowledge of students				
Comprehensive Support Strategy 7) Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Literacy Coach Interventionist	-Data-driven decisions -Decreased learning gaps -Student growth				
Comprehensive Support Strategy 8) Share differentiation strategies during our PLCs	2.4, 2.5, 2.6	Principal Dean of Instruction Literacy Coach	-Increased student growth and achievement -Close achievement gaps				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Implement the Response to Intervention (RtI) process with fidelity	2.4, 2.5, 2.6	Principal Associate Principal Campus Level RtI Committee Grade Level RtI Committee	-Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings				
10) Utilize Star Reading assessments to identify students' ZPD and IRL in order to select books within their reading level.	2.4, 2.5, 2.6	Principal Dean of Instruction Literacy Coach	Increase independent reading Increase comprehension				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 2: By June 2020, WOSE students will show at least 10% growth in 3rd, 4th, and 5th grade Mathematics.

Evaluation Data Source(s) 2: Improved performance on STAAR Mathematics assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze data to provide instructional strategies that support different sub-populations	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach	-Improved performance in Domain 3: Closing the Gaps				
2) Utilize previous STAAR data to generate Plus 10 goals for individual students	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach Teachers	-Improved performance in Domain 2: School Progress -Each student will achieve at least one year of growth				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Utilize universal screener to place students in appropriate tier levels during interventions	2.4, 2.5, 2.6	Principal Dean of Instruction Interventionist	-Progress monitoring -Student growth -Knowledge of students				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Use Imagine Learning lessons to target specific areas during interventions	2.4, 2.5, 2.6	Principal Dean of Instruction Interventionist	-Student growth in overall mathematics abilities				
Funding Sources: 211 - ESEA Title I, Part A - 11500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Update our data room after each unit assessment to improve instructional practices	2.6	Principal Dean of Instruction Literacy Coach	-Progress monitoring -Student growth -Knowledge of students				
Comprehensive Support Strategy 6) Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students	2.4, 2.5, 2.6	Principal Associate Principal Assistant Principals Dean of Instruction Interventionist	-Utilizing programs with fidelity -Monitoring of student growth -Providing feedback				
Comprehensive Support Strategy 7) Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Interventionist	-Data-driven decisions -Decreased learning gaps -Student growth				
Comprehensive Support Strategy 8) Share differentiation strategies during our PLCs	2.4, 2.5, 2.6	Principal Dean of Instruction Literacy Coach	-Increased student growth and achievement -Close achievement gaps				
9) Implement the Response to Intervention (RtI) process with fidelity	2.4, 2.5, 2.6	Principal Associate Principal RtI Campus Level Committee RtI Grade Level Committee	-Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings				
10) Utilize previous STAAR data to generate Plus 10 goals for individual students	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach Teachers	-Improved performance in Domain 2: School Progress -Each student will achieve at least one year of growth				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 3: By May 2020, WOSE students will show at least 10% growth in 4th grade Writing.

Evaluation Data Source(s) 3: Improved performance on STAAR Writing assessment

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze data to provide instructional strategies that support different sub-populations	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach	-Improved performance in Domain 3: Closing the Gaps				
Comprehensive Support Strategy 2) Utilize Eduphoria Aware reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged and Two or More Races)	2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach Interventionist CLT Members	-Data-driven instruction -Knowledge of students				
Comprehensive Support Strategy 3) Utilize campus-wide writing strategies	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach	-Student growth and achievement -Increased content knowledge and expertise -Writing activities vertically aligned				
	Funding Sources: 199 - General Fund - 6300.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Utilize journals and writing portfolios through a Balanced Literacy approach	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach	-Progress monitoring -Writing activities in journals and portfolios aligned to TEKS -Writing will be supported through increased reading skills				
Funding Sources: 255 - ESEA Title II, Part A Teacher & Principal Tr - 250.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 4: By June 2020, WOSE students will show at least 10% growth in 5th grade Science.

Evaluation Data Source(s) 4: Improved performance on STAAR Science assessment

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze data to provide instructional strategies that support different sub-populations		Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach	-Improved performance in Domain 3: Closing the Gaps				
Comprehensive Support Strategy 2) Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum and TEKS aligned resources	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach	-Reflected in student journals -Improvement on checkpoints and cycle assessments				
Funding Sources: 199 - General Fund - 2000.00							
3) Increase teacher content knowledge and expertise through meaningful professional development opportunities, such as CAST, Mini-CAST, and Jason Project	2.5	Principal Associate Principal Dean of Instruction Assistant Principals	-Student achievement will increase on all assessments -Improved teacher quality				
Funding Sources: 199 - General Fund - 2500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Use of hands-on and virtual labs located on the world wide web 1-2 times weekly	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction	-Student growth and achievement -Lab opportunities increased				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: WOSE will upgrade technology throughout the campus.

Performance Objective 1: Incorporate technology chromebooks and interactive projectors into lesson plans and daily activities.

Evaluation Data Source(s) 1: Increased chromebook and interactive projector usage

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Integrate keyboarding skills within our specials rotation to teach students proper typing strategies and key stroking techniques	2.5, 2.6	Computer Lab Paraprofessional Dean of Instruction	-Students will develop the fundamental skills required to interact with the chromebooks				
Comprehensive Support Strategy 2) Incorporate chromebooks and interactive projectors into lessons through differentiated instruction, including guided reading groups and guided math groups	2.4, 2.5, 2.6	Principal Dean of Instruction Literacy Coach District Technology staff	-Increased technology for student use -Lessons integrated with technology				
3) Incorporate chromebooks into lessons to encourage Project-Based Learning to reach our high achieving students	2.5	Principal Dean of Instruction Literacy Coach	-Increased technology for student use -Lessons integrated with technology				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 2: WOSE will upgrade technology throughout the campus.

Performance Objective 2: Involve teachers in campus and district technology training offered by the instructional technologist

    Evaluation Data Source(s) 2: Increase technology expertise among staff members

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training to support Classlink as a platform to access all instructional programs throughout the school year	2.5	Principal Associate Principal Assistant Principals Dean of Instruction Literacy Coach Teachers Instructional Technology Specialist	-Increase instructional time on a daily basis				
2) Invite district technology staff to train teachers in ways to integrate technology into lessons	2.4, 2.5, 2.6	Principal Dean of Instruction Instructional Technologist	-Increased technology integration				
3) Provide Skyward training as an initial training for new staff members and refresher for returning staff	2.4, 2.6	Principal Dean of Instruction District Instructional Technologist	-Increased knowledge of students, grading policy, and attendance				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

Performance Objective 1: Increase school and community involvement

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize translation apps to communicate effectively with parents and invite them to special events on campus	3.2	Principal Dean of Instruction Assistant Principals Counselors	-Increased parental involvement throughout the school year				
2) Increase parent/teacher communication and involvement by offering opportunities, such as: Meet the Teacher, Family Literacy Night, Book Fair, STAARY Night, musical programs, school improvement and open house meetings.	3.2	Principal Dean of Instruction Assistant Principals Counselors	-Sign in sheets, parent logs, informational call-outs -Parent/teacher communication increased parental involvement				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 4: WOSE will maintain a quality staff.

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

Evaluation Data Source(s) 1: Certification checks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide long-term substitutes, teachers new to the teaching profession and campus with mentors	2.5	Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach	-Retain teachers				
2) The dean of instruction and academic coach will assist teachers with implementing research-based instructional strategies, meaningful feedback, lesson planning techniques, and data analysis.	2.4, 2.5, 2.6	Principal Associate Principal Dean of Instruction Literacy Coach Assistant Principals	-Teacher retention -Teacher support				
3) All available administrators will assist in selecting new hires.	2.4, 2.6	Principal Associate Principal Dean of Instruction Assistant Principals	-Hiring of quality, certified staff members				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) All teaching staff will be trained in best practices for teaching utilizing Get Better Faster, PD360, and other professional development opportunities at our ESC.	2.5	Principal Associate Principal Dean of Instruction Literacy Coach Assistant Principals	-T-TESS academic and professional goals are accomplished				
Funding Sources: 199 - General Fund - 6200.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 5: WOSE will promote a positive image.

Performance Objective 1: Provide a safe and secure learning environment

Evaluation Data Source(s) 1: Positive image through multiple resources

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Invite additional business leaders to serve on our Campus Improvement Plan (CIP)Team		Principal Associate Principal Dean of Instruction Assistant Principals Campus Improvement Plan (CIP) Team	-Increased community partnerships				
2) WOSE will maintain an up-to-date website describing upcoming events and important dates.	3.2	Principal Associate Principal Dean of Instruction Secretary Webmaster	-Photos, calendar, and announcements will reflect current activities and events				
3) Implement CHAMPS with fidelity	2.5	Principal Associate Principal Dean of Instruction Assistant Principals	-Quiet and orderly hallways -Improved behaviors -Decreased office referrals -Increased student engagement -Safe, orderly cafeteria				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Build a bridge between the community and school through the community liaison's home visits and consistent communication		Principal Associate Principal Community Liaison Assistant Principals	-Increased attendance -Decrease in discipline behaviors -Positive communication with school and community -Parent contact logs				
5) Communicate successes by sending home newsletters and uploading photos to the district's Facebook page		Principal Associate Principal Secretary Webmaster	-Positive communication with school and community				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Utilize universal screener to place students in appropriate tier levels during interventions
1	1	4	Use Imagine Learning lessons and TEKS aligned resources to target specific areas during interventions
1	1	5	Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students
1	1	7	Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.
1	1	8	Share differentiation strategies during our PLCs
1	2	3	Utilize universal screener to place students in appropriate tier levels during interventions
1	2	4	Use Imagine Learning lessons to target specific areas during interventions
1	2	6	Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students
1	2	7	Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals.
1	2	8	Share differentiation strategies during our PLCs
1	3	2	Utilize Eduphoria Aware reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged and Two or More Races)
1	3	3	Utilize campus-wide writing strategies
1	3	4	Utilize journals and writing portfolios through a Balanced Literacy approach
1	4	2	Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum and TEKS aligned resources
2	1	2	Incorporate chromebooks and interactive projectors into lessons through differentiated instruction, including guided reading groups and guided math groups
5	1	4	Build a bridge between the community and school through the community liaison's home visits and consistent communication

Title I Personnel

Name	Position	Program	FTE
Annely Domas	Literacy Coach	WOSE	1.0
Brit'ny Colbert	Aide	WOSE	1.0
Dana Nance	Interventionist	WOSE	1.0
Depauldrick Garrett	Liaison	WOSE	1.0
Donna Thomas	4th Grade RLA	WOSE	1.0
Melanie Lee	Aide	WOSE	1.0
Renilla Hardin	Aide	WOSE	1.0
Yunekia Pollard	Dean of Instruction	WOSE	1.0

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Non-classroom Professional	Annely Domas	Literacy Coach
Administrator	Benny Smith	Associate Principal
Administrator	Troy Bethley	Principal
Classroom Teacher	Lou Ann Benson	Teacher
Classroom Teacher	Stacie Dryden	Teacher
Administrator	Yolanda Clark	Assistant Principal
Administrator	Yunekia Pollard	Dean of Instruction
Classroom Teacher	Katie Kornegay	Classroom Teacher
Classroom Teacher	Amy Thompson	Classroom Teacher
Administrator	Athena Jefferson	Assistant Principal
Parent	Tiffany Bell	Parent
Classroom Teacher	Lindy Bruno	Classroom Teacher
Classroom Teacher	Jill Hart	Classroom Teacher
Business Representative	Demetrius Moffett	Business Representative

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$7,300.00
1	3	3			$6,300.00
1	4	2			$2,000.00
1	4	3			$2,500.00
4	1	4			$6,200.00
				Sub-Total	$24,300.00

211 - ESEA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			$11,500.00
				Sub-Total	$11,500.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			$250.00
				Sub-Total	$250.00
				Grand Total	$36,050.00