

West Orange-Cove CISD District Improvement Plan



2014-2015

Vision Statement

West Orange-Cove CISD believes in high academic achievement for all, grounded in a tradition of excellence. Our staff ensures that students learn, graduate, and become productive citizens. This is our commitment to our community.

District Goals

Student Goals: West Orange-Cove CISD believes that student success is measured in many ways. Student learning will be measured and reported in a variety of ways, including traditional state required tests and student participation in multiple disciplines, such as A.P. and dual credit courses, fine arts and athletics. Student produced products, including career and tech projects will be encouraged and evaluated. Academic planning will be based on all relevant data, and instruction and course rigor will be adjusted accordingly.

WOCCISD will afford every student the opportunity to graduate college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building and strong work ethic.

Operations Goal – Fiscal Goal: WOCCISD will be good stewards of the taxpayer's funds. The District will adopt a balanced budget that includes the completion of bond related projects. All projects will be completed on time and on budget. Any remaining issues regarding the district's buildings and grounds will be defined and funding will be examined to identify ways to complete.

District facilities will be maintained in a manner that extends the functional life of all buildings and equipment. Maintenance schedules will be developed and followed. Staff will be trained all areas of care and upkeep. The grounds and buildings will be clean and safe.

Board/Staff/Community Relations: WOCCISD believes in positive, accurate, and open communications throughout the district. Communications between the school and community are a priority. Local media, District Websites, parent portal, and other appropriate avenues are utilized. Broader coverage of all aspects of school business is also encouraged. Every effort will be made to ensure that information disseminated by the district will be consistent, accurate, and timely at the campus and the district level.

Leadership Goal: WOCCISD believes in improvement that is intentional, systemic, and enduring. Recruitment of a highly qualified, driven staff that puts the needs of students first is our priority. Academic achievement is stressed above all else. Teamwork is encouraged at the district and campus levels. Effective professional development is implemented with teacher input and evaluated for effectiveness by staff, administration, and student success.

District Motto

Transforming Lives for the Benefit of Society

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Professional Staff Members

| Name | Group | Campus | Years of Service |
|-----------------|---|--------|-----------------------|
| Beverly Simon | Education Manager/ Professional Non-Teaching | NELC | 2014-2015 – 2015-2016 |
| Joy Courtier | Teacher | NELC | 2014-2015 – 2015-2016 |
| Amanda Harris | Teacher | NELC | 2014-2015 – 2015-2016 |
| Vickie Price | Academic Coordinator | WO-SE | 2014-2015 – 2015-2016 |
| Ashley Sanders | Teacher | WO-SE | 2013-2014 – 2014-2015 |
| Annely Domas | Teacher | WO-SE | 2014-2015 – 2015-2016 |
| Kym Franklin | Professional Non-Teaching | WO-SE | 2014-2015 – 2015-2016 |
| Jennifer Tippet | Academic Coordinator | WO-SM | 2014-2015 – 2015-2016 |
| Steve Singer | Teacher | WO-SM | 2013-2014 – 2014-2015 |
| Laura Lemmond | Teacher | WO-SM | 2013-2014 – 2014-2015 |
| Ebony Adams | Professional Non-Teaching | WO-SM | 2014-2015 – 2015-2016 |
| Ronald Wright | Academic Coordinator | WO-SH | 2014-2015 – 2015-2016 |
| Paula Ragsdale | Teacher | WO-SH | 2014-2015 – 2015-2016 |
| Angela Motmura | Teacher | WO-SH | 2014-2015 – 2015-2016 |
| Julie Guidry | Professional Non-Teaching | WO-SH | 2013-2014 – 2014-2015 |
| Annie Rutledge | CTE | WO-SH | 2013-2014 – 2014-2015 |

Ad Hoc Members

| Name | Group | Department | Contact Number |
|---------------------------|---|----------------------|----------------|
| Silvia E. Martinez, Ed.D. | Assistant Superintendent for Curriculum and Instruction | Administration Bldg. | 882-5555 |
| Anitrea Goodwin | Executive Director Human Resources | Administration Bldg. | 882-5610 |
| Melinda James | Director of Business Operations | Administration Bldg. | 882-5444 |
| Brant Graham, Ed.D. | Director of Special Education | Special Education | 882-5407 |
| Wayne Guidry, Ed.D. | Director of Federal Programs, Testing and Accountability | Administration Bldg. | 882-5462 |
| Rushing, Elvis | Technology Director | PRC/Technology Dept | 882-5421 |

Parents, Business, & Community Members

| Name | Group | Address | Contact Number |
|-----------------------|-------------------------|---------|----------------|
| Bryant Forward | Parent | On file | On file |
| Earlisha Thomas | Parent | On file | On file |
| Evera Enard | Community Member | On file | On file |
| Wayne Sparrow | Community Member | On file | On file |
| Selection in Progress | Business Representative | | |

School District Demographics

| | Total | Percentage |
|-------------------|-------|------------|
| African American | 1458 | 61% |
| White | 556 | 23% |
| Hispanic | 253 | 11% |
| Two or More Races | 98 | 4% |
| Asian | 14 | .60% |

| | Total | Percentage |
|----------------------------|-------|------------|
| Economically Disadvantaged | 2185 | 91% |
| LEP | 95 | 4% |
| Homeless | 80 | 3% |
| Foster Care | 3 | .13% |
| Dyslexia | 40 | 2% |

Testing Data
STAAR – EOC
Level II – Met Standards

| | 2012 | 2013 | 2014 | 2014 STATE AVERAGE |
|-----------------|------|------|------|-----------------------|
| Grade 3 Math | 32% | 45% | 26% | 70% |
| Grade 3 Reading | 54% | 61% | 56% | 76% |
| Grade 4 Math | 28% | 40% | 39% | 70% |
| Grade 4 Reading | 53% | 44% | 50% | 74% |
| Grade 4 Writing | 55% | 44% | 48% | 73% |
| Grade 5 Math | 45% | 48% | 42% | 79% |
| Grade 5 Reading | 52% | 57% | 53% | 76% |
| Grade 5 Science | 46% | 42% | 44% | 73% |
| Grade 6 Math | 51% | 53% | 57% | 78% |
| Grade 6 Reading | 68% | 63% | 68% | 77% |
| Grade 7 Math | 26% | 48% | 47% | 67% |
| Grade 7 Reading | 64% | 74% | 67% | 75% |

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|------------------------|-----|-----|-----|-----|
| Grade 7 Writing | 51% | 50% | 65% | 70% |
| Grade 8 Math | 46% | 69% | 73% | 89% |
| Grade 8 Reading | 62% | 80% | 79% | 91% |
| Grade 8 Science | 50% | 55% | 71% | 70% |
| Grade 8 Social Studies | 20% | 31% | 46% | 61% |
| Algebra I | 63% | 35% | 76% | 86% |
| Biology | 72% | 75% | 88% | 93% |
| English I | 40% | 31% | 45% | 72% |
| English II | NA | 41% | 57% | 73% |
| US History | NA | NA | 88% | 92% |

Testing Data
STAAR – EOC
Level III – Exceeds Standards

| | 2012 | 2013 | 2014 | 2014 STATE AVERAGE |
|-----------------|------|------|------|-----------------------|
| Grade 3 Math | 1% | 5% | 0% | 16% |
| Grade 3 Reading | 5% | 6% | 3% | 17% |
| Grade 4 Math | 1% | 2% | 4% | 20% |
| Grade 4 Reading | 6% | 7% | 6% | 18% |
| Grade 4 Writing | 2% | 3% | 2% | 6% |
| Grade 5 Math | 4% | 3% | 3% | 22% |
| Grade 5 Reading | 4% | 5% | 5% | 20% |
| Grade 5 Science | 3% | 5% | 1% | 11% |
| Grade 6 Math | 2% | 3% | 6% | 17% |
| Grade 6 Reading | 6% | 9% | 6% | 15% |
| Grade 7 Math | 1% | 1% | 1% | 11% |
| Grade 7 Reading | 7% | 12% | 11% | 19% |
| Grade 7 Writing | 1% | 0% | 1% | 6% |

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|------------------------|----|-----|----|-----|
| Grade 8 Math | 0% | 0% | 1% | 8% |
| Grade 8 Reading | 5% | 11% | 9% | 23% |
| Grade 8 Science | 2% | 5% | 9% | 20% |
| Grade 8 Social Studies | 1% | 0% | 7% | 14% |
| Algebra I | 3% | 0% | 4% | 20% |
| Biology | 1% | 1% | 2% | 13% |
| English I | 0% | 0% | 0% | 8% |
| English II | 0% | 0% | 0% | 7% |
| US History | NA | NA | 2% | 16% |

Testing Data - STAAR Subgroup Performance

Level II – Met Standards

| | All Students | Hispanic | African American | White | Economically Disadvantaged | Special Education |
|-----------------|--------------|----------|------------------|-------|----------------------------|-------------------|
| Grade 3 Math | 26% | 35% | 24% | 22% | 25% | 23% |
| Grade 3 Reading | 56% | 61% | 53% | 61% | 53% | 23% |
| Grade 4 Math | 39% | 35% | 34% | 55% | 39% | 55% |
| Grade 4 Reading | 50% | 45% | 46% | 63% | 50% | 33% |
| Grade 4 Writing | 48% | 35% | 49% | 56% | 47% | 21% |
| Grade 5 Math | 42% | 43% | 42% | 45% | 42% | 25% |
| Grade 5 Reading | 53% | 40% | 54% | 64% | 52% | 25% |
| Grade 5 Science | 44% | 42% | 42% | 52% | 43% | 20% |
| Grade 6 Math | 57% | 85% | 51% | 63% | 57% | 13% |
| Grade 6 Reading | 68% | 86% | 60% | 80% | 68% | 40% |
| Grade 7 Math | 47% | 57% | 41% | 63% | 46% | 11% |
| Grade 7 Reading | 67% | 73% | 60% | 81% | 65% | 22% |
| Grade 7 Writing | 65% | 60% | 62% | 70% | 65% | 25% |
| Grade 8 Math | 73% | 100% | 70% | 68% | 72% | 40% |
| Grade 8 Reading | 79% | 100% | 79% | 71% | 76% | -% |

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|------------------------|-----|------|-----|-----|-----|-----|
| Grade 8 Science | 71% | 88% | 71% | 58% | 68% | 29% |
| Grade 8 Social Studies | 46% | 50% | 43% | 44% | 43% | 0% |
| Algebra I | 76% | 83% | 75% | 75% | 76% | -% |
| Biology | 88% | 91% | 87% | 90% | 88% | 67% |
| English I | 45% | 60% | 39% | 58% | 43% | --% |
| English II | 57% | 73% | 51% | 69% | 54% | 23% |
| US History | 88% | 100% | 83% | 97% | 85% | 57% |

* Demographic information not provided for these students

Testing Data - STAAR Subgroup Performance Level III – Exceeds Standards

| | All Students | Hispanic | African American | White | Economically Disadvantaged | Special Education |
|-----------------|--------------|----------|------------------|-------|----------------------------|-------------------|
| Grade 3 Math | 0% | 0% | 0% | 0% | 0% | 0% |
| Grade 3 Reading | 3% | 4% | 4% | 0% | 2% | 0% |
| Grade 4 Math | 4% | 0% | 3% | 10% | 5% | 18% |
| Grade 4 Reading | 6% | 5% | 6% | 5% | 6% | 8% |
| Grade 4 Writing | 2% | 0% | 3% | 0% | 2% | 5% |
| Grade 5 Math | 3% | 0% | 0% | 14% | 2% | 0% |
| Grade 5 Reading | 5% | 4% | 3% | 14% | 4% | 0% |
| Grade 5 Science | 1% | 0% | 0% | 3% | 0% | 0% |
| Grade 6 Math | 6% | 23% | 4% | 6% | 7% | 0% |
| Grade 6 Reading | 6% | 14% | 6% | 3% | 6% | 0% |
| Grade 7 Math | 1% | 7% | 0% | 0% | 1% | 0% |
| Grade 7 Reading | 11% | 13% | 6% | 27% | 11% | 0% |
| Grade 7 Writing | 1% | 0% | 0% | 7% | 1% | 0% |
| Grade 8 Math | 1% | 0% | 1% | 0% | 0% | 0% |
| Grade 8 Reading | 9% | 0% | 11% | 8% | 6% | -0% |

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|------------------------|----|-----|----|-----|----|----|
| Grade 8 Science | 9% | 13% | 8% | 12% | 7% | 0% |
| Grade 8 Social Studies | 7% | 0% | 8% | 8% | 4% | 0% |
| Algebra I | 5% | 8% | 4% | 11% | 3% | -% |
| Biology | 2% | 0% | 1% | 3% | 1% | 0% |
| English I | 0% | 0% | 0% | 0% | 0% | 0% |
| English II | 0% | 0% | 0% | 0% | 0% | 0% |
| US History | 2% | 8% | 0% | 7% | 2% | 0% |

* Demographic information not provided for these students

State of Texas Accountability Index

Met Standard

| | WOCCISD | Region V | State Standard |
|--------------------------------|---------|----------|----------------|
| I – Student Achievement | 60 | 75 | 55 |
| II – Student Progress | 33 | 37 | 16 |
| III – Closing Performance Gaps | 33 | 37 | 28 |
| VI – Postsecondary Readiness | 59 | 66 | 57 |

Section 1

Student Achievement

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|--|--|---|--|---|--|
| Activity 1.1.1 Improve student performance in Literacy: Increased student performance outcomes on ELA/R STAAR, Level II and Level III | Fluency and Comprehension Writing Journaling Cross Curricular Technology Graphic Organizers Writing Rubrics | Timed Checkpoints Kilgo Stems & Blooms Taxonomy Writing Academy/ Gretchen Bernabei Istation/Compass Learning/ STAAR Test Maker | Data driven decision making | Literacy Coaches ELAR Campus Teachers Academic Coordinators CILT | Title I Budget District Budget Eduphoria Writing Academy Resources Compass Learning |
| Activity 1.1.2 Improve intervention/enrichment methods in Literacy for students | Literacy Lab Stallion Stampede Intervention Time Allotment ELL | Small group Daily 5 Compass Learning Marzano's 9 | Assessment Data Talks Lead4ward Heat Maps Action Plans | Literacy Coaches ELAR Campus Teachers Academic Coordinators | Title I Budget District Budget EOC Coach Compass Learning Eduphoria Texas Treasures Istation SIOP |

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|--|--|---|---|---|--|
| Activity 1.1.3 Improve higher order thinking and rigorous instruction | Lesson Planning Open Ended Questioning PLC Vertical Alignment Mentor Teachers Model Lessons Team Teaching | Feedback ACE Strategy Team Huddles New Teacher / Mentor Meetings Department Meetings Walkthroughs | Improved assessment scores Quality of instruction Common Planning Time | Literacy Coaches ELAR Campus Teachers Academic Coordinators | Kilgo Questioning Stems STAAR Test Maker Kamico STAAR Ready DuFour Resources |
| Activity 1.2.1 Improve student performance in Math: Increased student performance outcomes on Math STAAR, Level II and Level III | RTI Interventions STAAR Remediation STAAR based common formative assessments | Tiered students targeted instruction PLC collaboration | Summative and formative assessments Student engagement and participation Success on STAAR | Principal Academic Coordinator Instructional Coaches CILT Faculty Counselors | District funds |
| Activity 1.2.2 Close the achievement gap for special populations on Math STAAR assessments. | Computer based math labs Scheduled interventions PBMAS reports | IEP/LPAC Advanced classes Differentiated/Individualized Instruction Scaffolding & Extensions | Improve scores on summative and formative assessments Student engagement and participation Success on STAAR | Principal Academic Coordinator Instructional Coaches CILT Faculty Counselors | District funds |

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|---|---|--|--|---|------------------------------------|
| Activity 1.2.3 Provide classroom instruction that is data driven, relevant, rigorous, and skill building. | Professional development Aligned T.E.K.S. based curriculum | Differentiated/Individualized Instruction Scaffolding & Extensions PLC collaboration T.E.K.S. Lesson plans | Increased passing rates | Principal Academic Coordinator Instructional Coaches CILT Faculty Counselors | District funds |
| Activity 1.3.1 Improve student performance in Science: Increased student performance outcomes on Science STAAR, Level II and Level III | Inquiry-based instruction Data driven instruction | Interactive Journaling Science Starters Lab-based instruction Formative Assessment Lead4ward Data Disaggregation Visual and manipulative instructional materials | Improved Science Scores Students authentically engaged in science instruction | Principal Academic Coordinator Science Faculty Office Of C&I Region V ESC | Campus Allotments Title I Funds |
| Activity 1.3.2 Vertically aligned, districtwide science curriculum and instruction | Method Consistency Common vocabulary Professional Development Contracted Support | Content, Academic, Symbolic Notation (word wall Frayer Model, journaling, etc.) Professional Learning Communities | Evidence of consistent vocabulary and inquiry methods during Fresh-Eye walks Professional Development | Principal Academic Coordinator Science Faculty Office Of C&I Region V ESC | Title I Funds Title II Funds |
| Activity 1.3.3 Science/STEM endorsement support and guidance Pk-12. | Graduation Endorsements Gifted/Talented Honors Program | UIL 4-H Program Robotics After school programs Science Superstars Shangri La TAME Jason Project | Increased Enrollment in honors program Increased graduation with Science Endorsement | Principal Academic Coordinator Science Faculty Office Of C&I Region V ESC | |

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|---|--|---|---|---|-----------------------------|
| Activity 1.4.1 Improve student performance in Social Studies: Increased student performance outcomes on Social Studies STAAR, Level II and Level III | Expand the depth of PLCs to better incorporate student needs | RTI Team Teams attending Solution Tree PLC Institute | Increase collaboration among campus staff within PLCs | Superintendent Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Title II District Budget |
| Activity 1.4.2 Vertically aligned district wide Social Studies Curriculum | Continue revision of curriculum | Continue curriculum revision and alignment process based on data from STAAR tests | Improve performance on cycle assessments and STAAR | Superintendent Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Title I |
| Activity 1.4.3 Preview all state adopted Social Studies curriculum resources in order to finalize adoption process. | Proclamation 2015 | Professional Development for new adoption | Updated and STAAR aligned resources | Superintendent Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers IMOC | IMA Funds District Funds |

Section 2

School Culture & Climate

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|---|---|--|--|---|---------------------------|
| Activity 2.1 Increase faculty and staff awareness to the needs of a culturally diverse population in order to meet student needs | Meeting the needs of ELL students | SIOP ELPS | Increase scores on TELPAS, STAAR, and Cycle Assessments | Superintendent Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers ESL Teachers | Title III Campus funds |
| Activity 2.2 Increase student pride, ownership, and intrinsic motivation of performance | Expand Pledge to Brilliance Program to elementary level | Pledge to Brilliance Program | Increased participation | Superintendent Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Campus Budget |
| Activity 2.3 Create a sense of community within the district and on individual campuses among students, staff, and faculty | Informational surveys Incentive programs | Survey monkey Social Media Spirit Days | Staff moral Student behavior Increased community involvement | Superintendent Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Campus Budget |

Section 3

Staff Quality, Recruitment & Retention

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|---|--|---|--|---|---|
| Activity 3.1 Share, analyze & discuss exit interview data with campus principals | Teacher retention | Mid year assessment of new hires | Decreased number of teacher vacancies | Campus Principals Executive Director of Human Resources | Exit Interview Forms Mid-Year Assessment Forms |
| Activity 3.2 Facilitate hiring in critical needs area | Recruitment of mathematics, science, and foreign language teachers | | Decreased number of vacancies in critical needs areas. | Campus Principals Executive Director of Human Resources Executive Director of Finance | \$3,000 per teacher |
| Activity 3.3 Expand teacher recruitment efforts | Alternative certification programs and Historically Black Colleges and Universities (HBCU) | Host the WOC Experience and Job Fair Attend university job fairs that produce quality teachers | Increase the number of filled positions during the month of June | Campus Principals Executive Director of Human Resources | Travel Budget |
| Activity 3.4 Offer a competitive teacher salary schedule | Teacher Salary Schedule | Higher pay attracts more applicants and helps to retain teachers | New Salary Schedule | Superintendent, Executive Director of Human Resources, Executive Director of Finance | \$300,000 |
| Activity 3.5 Hire highly qualified core content and fine arts teachers | No Child Left Behind Act | Increased teacher content knowledge | Recommend applicants that hold proper certification | Campus Principal Executive Director of Human Resources | Continued access to the Educator Certificate Online System (ECOS) |

Section 4

Curriculum & 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 |
|---|--|---|---|---|---------------------------|
| Activity 4.1 Strengthen the district Curriculum Plan to provide a quality product to the end user | Instructional tools and resources Vertical alignment | Strengthen bridges between transition grades In-house teacher created curriculum Professional development in curriculum writing Evaluation of Curriculum | Increased student performance on STAAR Level II and III Increased student college and career readiness | Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Title III Campus funds |
| Activity 4.2 Increase faculty and staff exposure of best practices and integration of instructional strategies | Quality of instruction Level of student engagement Student performance | ELL Learners (SIOP) Fresh Eyes | Increased student performance on STAAR Level II and III Increased student college and career readiness | Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Title III Campus funds |

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|---|--|---|---|---|---------------------------|
| Activity 4.3 Integration of Instructional Technology | Integrate technology Information sharing, collaboration, and user-centered design | BYOD Professional Development Technology Applications | Instructional technologies will support critical thinking and problem-solving Support students in gaining skills needed for post secondary education and the workplace | Asst. Supt. Campus Principals Asst. Principals Academic Coordinators Academic Coaches CILT Teachers | Title III Campus funds |
|---|--|---|---|---|---------------------------|

Section 5

Discipline Management

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|--|--|--|---|--|--|
| Activity 5.1 Maintain policies, campus plans, and strategies to address a positive, productive, learning environment on all campuses. | Student Discipline and Behavior Management | Safe and Civil Schools – CHAMPS strategies to develop behavior management strategies, learn effective classroom management strategies, implement school-wide positive behavior support and response to intervention. | Opportunities for students to learn in a safe and orderly environment. | James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Wayne Guidry Director of Curriculum Campus Principals | Title I Budget District Budget |
| Activity 5.2 Provide Professional development for assistant principals | Proactive measures to reduce discipline incidents as well as appropriate discipline actions. | Monthly professional development meetings to discuss best practices. | Decreased discipline referrals, less coding issues. | Dr. Brant Grahm Director of Special Education Dr. Wayne Guidry Director of Curriculum | Seven half day professional development for assistant principals |
| Activity 5.3 Create a district-wide Discipline Management Plan. | Creation of a district wide discipline management committee to study discipline issues within the district and create a management plan. | Best practices pertaining to student discipline and classroom management. Student code of conduct, Harry Wong. | Decreased number of in and out of school placements due to student misbehavior. | Dr. Wayne Guidry, Director of Curriculum Campus Principals Campus Assistant Principals | District Budget |

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|---|--|---|---|--|---|
| Activity 5.4 Ongoing disaggregation of discipline data | Students reason codes and administrative action codes. | Utilization of discipline data when making decisions concerning student behavior and consequences | Monthly discipline reports at assistant principal meetings. | Wayne Guidry Director of Curriculum Assistant principals | Seven half day professional development for assistant principals. |
|---|--|---|---|--|---|

Section 6

Family & 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 |
|--|---|---|--|--|-----------------------------------|
| Activity 6.1 Increase parental involvement | Parental Involvement | Guide campus administration in identifying and utilizing best practices for increasing parental involvement. | Increased information to parents for leading, guiding, supporting students in greater levels of student success and achievement. Timely input of student grades into Skyward. | James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director Curriculum Community in Schools Staff Campus Principals | Title I Budget District Budget |
| Activity 6.2 Conduct parent forums to support involvement; focus on critical issues youth face and strategies for addressing these issues | Communication with Parents | Guide campus administration in identifying and utilizing best practices for identifying topics of interest and support to parents and students. | Increased information to parents for supporting students in greater levels of student success and achievement. Support students and parents in overcoming obstacles and barriers to success. | James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Curriculum Community in Schools staff Campus Principals | Title I Budget District Budget |
| Activity 6.3 Parent Advisory Council and Parent Workshops | Parental Involvement & Communication with Parents | Meet with parents to provide a forum for expressing input within the educational process. | Increased collaboration and participation on behalf of the parents and district, campus groups/representatives. | Dr. Wayne Guidry, Director of Curriculum Community in Schools Staff Campus Principal | Title I Budget District Budget |

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| <p>Activity 6.4 Conduct parent forums to support involvement; focus</p> | <p>Communication with Parents</p> | <p>Guide campus administration in identifying and utilizing best practices for increasing parental communication such as weekly updating of grades, continuous communication to parents in the form of notes and phone calls, newsletters, letters sent home in the mail, and Alert Now phone call out system.</p> | <p>Increase of communication to parents. Parents will be informed of student progress as it relates to behavior and academics.</p> <p>Increase of correct current parent contact information in the Skyward system for teacher easy access of information. Each campus will utilize the call out system to inform their parents of campus activities.</p> | <p>James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Curriculum Elvis Rushing Director of Instructional Technology Lorraine Shannon Director of Public Information Community in Schools staff</p> | <p>Title I Budget District Budget</p> |
| <p>Activity 6.5 Parent Communication</p> | <p>Family Access District & Campus Websites</p> | <p>Maintain up-to-date information on district and campus web-sites.</p> <p>Maintain up-to-date information on Family Access portal</p> <p>Utilize parent compact for increasing information as well as positive relations with parents</p> | <p>Increase of communication to parents. Parents will be informed of student progress as it relates to behavior and academics.</p> | <p>Asst. Supt., C&I Dr. Wayne Guidry, Director of Curriculum Elvis Rushing Director of Instructional Technology Lorraine Shannon Director of Public Information Campus Principals Community in Schools staff</p> | <p>Title I Budget District Budget</p> |

Section 7

School Context & Organization

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|--|--|---|--|---|--|
| Activity 7.1 System-wide Support Structure | Providing services and resources | Responsiveness and customer service to departments and campuses | Effectiveness and efficiency of systems | Executive Leadership Team | Personnel Resources District Budget |
| Activity 7.2 Instructional Support Structure | Principal and campus administration support Teacher and New Teacher Support | Mentoring Coaching Response to Intervention (RtI) | Quality of Instructional systems and Instruction | Assistant Superintendent Director of Curriculum Director of Special Programs Academic Coordinators Academic Coaches Campus Instructional Leadership Teams (CILT) | Title III Funds |
| Activity 7.3 Instructional Feedback Structure | Monitoring and feedback | Quality Alignment Walks Fresh Eyes Walks | Quality of Instructional systems and Instruction | Assistant Superintendent Director of Curriculum Director of Special Programs Academic Coordinators Academic Coaches Campus Instructional Leadership Teams (CILT) | Title III Funds Personnel Resources |

Section 8

Technology

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|--|---|--|--|---|--|
| Activity 8.1 Online Professional Development | Teacher and Staff Professional Development | | Use and integration of professional development into instruction | ESC Administration Campus Administration Technology Staff | Technology |
| Activity 8.2 Support and Maintain Computer Labs | Technology Used by Students *Istation *SuccessMaker *Waterford *Accelerated Reader *Accelerated Math *Brain Pop | Use of Technology to aid instruction | Growth in performance in core subject areas, STAAR and assessments through the use of technology in learning | Technology Staff | Computer labs, classroom computers, mobile carts |
| Activity 8.3 Telephone System Update | *E-Rate Compliance *Campus and Community Communication | | Better Communication to Community and Staff | ESC Administration All Staff | E-Rate Funding, District Funding, Phone System |

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|--|--|--|---|---------------------------------|---|
| Activity 8.4 Wireless Network Update | *E-Rate Compliance *Campus and Community Communication *Instruction | | Better Communication to Community and Staff Improved Instruction | ESC Administration All Staff | E-Rate Funding, District Funding, Network Equipment |
| Activity 8.5 Teacher and Lab technology updates | Technology Used by Staff and Students | Use of Technology to Aid Instruction | Growth in performance in core subject areas, STAAR and assessments through the use of technology in learning | Technology Department Staff | District and Federal Funding |

Section 9 - School Safety

| Objective | Program Components or Systems Targeted | Research Based Strategies, Initiatives, and Redesign | Evidence of Change to Guide Decision Making | Person (s) Responsible | Resources Required |
|--|--|--|--|--|---|
| Activity 9.1.1 Safety & Security Audit of All District Facilities | As defined in Texas Education Code 37.108 | Regulatory Requirement | Activity 9.2 | Dr. Graham | Texas School Safety Center (TxSSC) Protocol |
| Activity 9.1.2 On-site evaluation | Campuses/Facilities (Texas Education Code 37.108(b)) | TxSSC Audit Protocol | Activity 9.2 | Dr. Graham, Dr. Guidry, Heather Knox | District Staff |
| Activity 9.1.3 Report to School Board | As defined in Texas Education Code 37.108(c) | Regulatory Requirement | Activity 9.2 | Dr. Graham | District Staff |
| Activity 9.1.4 Summary Report to TxSSC | As defined in Texas Education Code 37.108(c) | Regulatory Requirement | Activity 9.2 | Dr. Graham | District Staff DAR Tool |
| Activity 9.2.1 Continuance of District Safety & Security Council | District Safety | Regulatory Requirement | Semi-annual meetings, Recommendations incorporated into multi-hazard EOP | Dr. Graham Committee Members | -District Staff -Community Outreach Room |
| Activity 9.2.2 Review Safety & Security Audit | District/Campus Safety | Regulatory Requirement | Activity 9.3 | Dr. Graham Committee Members | -District Staff -Audit Report Findings |
| Activity 9.3 Update District EOPs | Campus Safety Committees | Regulatory Requirement | Updated EOPs to Board of Trustees | Principals Campus Safety Committees Dr. Graham | District Staff |