

## Improvement Plan



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|--|---|-------------------------------------|
| <b>LEA Name:</b> West Orange-Cove CISD | <b>Campus Name:</b> West Orange Middle School | <b>ESC:</b> V                       |
| <b>CDN:</b> 181906                     | <b>Campus Number:</b> 041                     | <b>PSP Name:</b> Orlana Gay Jenkins |
| <b>LEA Contact:</b> Wayne Guidry       | <b>Principal Name:</b> Anthony Moten          | <b>DCSI:</b> Dr. Brant Graham       |

### Section I: Area(s) of Low Performance and Target Groups

| State   |          |           |         |                |         |         |            | Federal |         |      |                 |            | District PBM Staging |        |            |            |
|---------|----------|-----------|---------|----------------|---------|---------|------------|---------|---------|------|-----------------|------------|----------------------|--------|------------|------------|
| Rating  | 1st Year | Math      | Science | Social Studies | Writing | Dropout | Completion | Stage   | 1       | Math | Graduation Rate | Attendance | Participation        | BE/ESL | Identified | Stage      |
|         | Reading  |           |         |                |         |         |            |         | Reading |      |                 |            |                      |        |            |            |
| All     | 82       | 53 (LP12) | LP12    | 0              | 0       | 0       | 0          | All     | 82      | 53   | 0               | 94         | 100                  | CTE    | Select One | Select One |
| AA      | 79       | 49 (LP12) | 0       | 0              | 0       | 0       | 0          | AA      | 79      | 49   | 0               | 94         | 100                  | NCLB   | Select One | Select One |
| His     | 91       | 58        | 0       | 0              | 0       | 0       | 0          | His     | 91      | 58   | 0               | 92         | 100                  | SPED   | Select One | Select One |
| White   | 86       | 61        | 0       | 0              | 0       | 0       | 0          | White   | 86      | 61   | 0               | 93         | 98                   | DVM-L  | Select One | Select One |
| Eco Dis | 81       | 51        | LP12    | 0              | 0       | 0       | 0          | Eco Dis | 81      | 51   | 0               | 93         | 99                   | DVM-D  | Select One | Select One |
|         |          |           |         |                |         |         |            | SPED    | 66      | 42   | 0               | 92         | 97                   | DVM-SA | Select One | Select One |
|         |          |           |         |                |         |         |            | LEP     | 75      | 25   | 0               | 97         | 100                  |        |            |            |

### Section II: Process for Evaluating Progress Toward Meeting Performance Standards

*Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester. (Limit response to 2500 characters)*

At the end of each grading period formative assessments will be conducted in core content areas. Data will automatically be uploaded into the AWARE data system for analysis. Campuses will be involved in STAAR Mock testing twice throughout the year. Passing standards will be set at the Level III phase in standard. Results will be uploaded into the AWARE data system for analysis. Formative assessments will be created from the STAAR ONE software package.

**Date Improvement Plan was approved by LEA Board**

**September 24, 2012**

**Section III: Improvement Plan (IP) Development**

| Accountability Area Targeted | Critical Success Factors (CSFs) | Components                             | Strategies, Initiatives, and Redesign (Limit to 400 characters)  | Evidence of Implementation   | Evidence of Impact   | Resources Required and Person(s) Responsible  | Origination of Resource |
|------------------------------|---------------------------------|--|--|--|--|---|-------------------------|
| State Assessment             | Academic_Performance            | Viable Curriculum                      | 1. Integration of reading and writing literacy. 2. Increased implementation of research-based strategies including small groups, centers, one on one students conferencing, intervention, feedback. 3. Increased opportunities for teacher to teach lesson in small group, provide intervention in small group, as well as provide one-on-one conferencing and assessment with students. | 1. Routine administrative walk throughs 2. Teacher documentation of interventions          | Close the gap between current literacy scores (reading and writing) and the state average.                               | Routine 5 and CAFE books<br>Principal and Teacher Staff Development<br>Title I Budget                 | Campus                  |
| State Assessment             | Academic_Performance            | Tiered System of Support               | 1. Creation of individual student intervention plans as well as action plans to support student learning when not meeting standards.<br>2. Increased opportunities for students to participate in formative assessment as well as formalized assessment that indicates student growth and mastery of specific objective  | Routine monitoring of student comprehension and fluency performance.                       | Documentation of administrative walk throughs will indicate 100% alignment of instruction with the STAAR standards.      | Teacher/Principal Training Grant<br>Instructional Materials<br>District Budget                        | Campus                  |
| State Assessment             | Academic_Performance            | Research Based Instructional Practices | 1. Increased sharing of ideas among teachers yielding collaborative planning and implementation of best practices.<br>2. Increased implementation of rigorous instruction  | Literacy coach, academic coordinator, CILT<br>ELA/R representative documentation.          | Benchmark scores will indicate a minimum 5% increase each six weeks in the mastery of the student expectations assessed. | Direct support from literacy coach and AC<br>Support from campus-based CILT ELA/R representative      | Campus                  |
| State Assessment             | Academic_Performance            | Research Based Instructional Practices | 1. Teachers will use a variety of instructional strategies.<br>2. Increased implementation of research-based strategies including high level demand tasks, small groups, centers, use of manipulatives, one-on-one student conferencing, intervention, feedback.   | 1. Administrative walk throughs.<br>2. Teacher documented strategies.                      | Close the gap between our current math scores and the state average.   | Benchmark & Diagnostic Assessment District Budget<br>Instructional Materials Allotment                | Campus                  |
| State Assessment             | Academic_Performance            | Tiered System of Support               | 1. Identification and recovery of students needing support and follow-up to return to and attend school.   | Skyward report<br>Documentation of attempted contacts will be maintained.                  | Identification of 100% of dropouts over the past three years. The community liaison will attempt to recover all dropouts | Parental Involvement<br>Community Liaison<br>Committee Groups Title I<br>Budget<br>District Budget    | District                |
| State Assessment             | Academic_Performance            | Research Based Instructional Practices | 1. Increased sharing of ideas among teachers yielding collaborative planning and implementation of best practices.<br>2. Increased implementation of rigorous instruction  | Staff development, support from literacy/numeracy coach, AC, CILT, & ELA/R representative. | Benchmark scores will indicate a minimum 5% increase each six weeks in the mastery of the student expectations assessed. | Principal and Teacher Staff Development<br>District Budget  | Campus                  |
| State Assessment             | Academic_Performance            | Research Based Instructional Practices | 1. Increase implementation of research-based strategies including 5E lesson model, hands-on lab investigations, cooperative reading strategies, use of science notebooks, problem-solving activities; and questioning that promotes inquiry based discussion.<br>2. Teachers will use a variety of instructional strategies.   | 1. Administrative walk throughs.<br>2. Teacher documented strategies.                      | Close the gap between our current science scores and the state average   | Science Starters<br>District Budget   | ESC                     |
| State Assessment             | Academic_Performance            | Research Based Instructional Practices | The Instructional Coaches, administrative team will facilitate and monitor effective staff development through a variety of venues: PLC meetings, faculty meetings, dept. chair meetings, and on-site staff development.   | Walkthrough data documenting instruction demonstrating rigor and relevance                 | 1. A minimum 100% of teachers will score proficient or better in Domain VIII of PDAS.                                    | Classroom Instruction That Works Manual Kilgo<br>Research ESC V Support Center<br>Administrative Team | Campus                  |

|                  |                      |  |  |   |  |   |          |
|------------------|----------------------|--|--|---|--|---|----------|
| State Assessment | Academic_Performance | Research Based Instructional Practices | 1. WOSMS will implement and utilize the position of a Numeracy Coach to support mathematical strategies for improving hands-on learning processes in the classroom.  | Training of teachers to effectively use manipulatives, rubrics and problem-based learning             | Benchmark scores will indicate a minimum 5% increase each six weeks in the mastery of the student expectations assessed.               | PD PLC & plan of implementation<br>Janna Smith ESC V math consultant                        | Campus   |
| State Assessment | Academic_Performance | Curricular Alignment                   | 1. Teachers will align instruction with STAAR standards.   | Routine administrative walk throughs to monitor and assess student progress                           | Documentation of administrative walk throughs will indicate 100% alignment of instruction with the STAAR standards.                    | Teacher/Principal Training Grant<br>Instructional Materials<br>District Budget              | District |
| State Assessment | Academic_Performance | Curricular Alignment                   | 1. WOSMS staff will collaborate with the district to develop aligned curriculum and assessment every 6 weeks.  | District Scope & Sequence<br>Eduphoria Software   | Continuous improvement in the collection of benchmark data, increased levels of academic success for all student groups                | Scope and sequence, curriculum writers  | District |
| State Assessment | Academic_Performance | Data Driven Instruction                | 1. Instructional coaches will use the Eduphoria to evaluate instruction through the use of on-line walkthrough and other data tools of support for professional growth.  | Informal and formal data, instructional support   | Benchmark scores will indicate a minimum 5% increase each six weeks in the mastery of the student expectations assessed.               | Eduphoria software<br>Literacy Coach<br>Numeracy Coach                                      | Campus   |
| State Assessment | Academic_Performance | Research Based Instructional Practices | 1. WOSMS will assign faculty to professional development focused on scientifically-based and researched instructional practices in the areas of Math and Science.  | Documentation of attendance and report of how the strategies are used to address instruction.         | Benchmark scores will indicate a minimum 5% increase each six weeks in the mastery of math and science.                                | Principal:A. Moten<br>Academic Coordinator,<br>Campus Instructional Leadership Team members | Campus   |
| State Assessment | Academic_Performance | Data Driven Instruction                | 1. WOSMS staff will use the Kilgo Research Model to identify area(s) of academic need.   | AEIS data for WOSMS, data summary reports, core academic goals, released State Tests                  | Benchmark scores will indicate a minimum 5% increase each six weeks in the mastery of math and science.                                | Title II Funds<br>Professional development  | District |
| Dropout          | School_Climate       | Data Driven Instruction                | 1. Use problem-based learning, hands-on and relevant learning experiences in the areas of math and science.<br>2. Increase student participation in science, math and engineering paths of study, elevating the level of rigor in our curriculum, improve the problem-based learning approach for all students | Walk through data will document instruction demonstrating rigor and relevance and student engagement. | All students will graduate with their cohort. Data will indicate an Increase in student commended performance on the STAAR assessment. | Title I Budget<br>Campus Principal, AC,<br>Numeracy & Literacy Coaches<br>CILT and Teachers | District |