



Improvement Plan

LEA Name: West Orange-Cove CISD	Campus Name: West Orange High School	ESC: V
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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	49 (LP12)	0	0	0	0	0	All	82	49	0	94	99	CTE	Select One	Select One
AA	84	50 (LP12)	0	0	0	0	0	AA	84	50	0	94	100	NCLB	Select One	Select One
His	86	86	0	0	0	0	0	His	86	86	0	92	100	SPED	Select One	Select One
White	80	45	0	0	0	0	0	White	80	45	0	93	97	DVM-L	Select One	Select One
Eco Dis	79	41	0	0	0	0	0	Eco Dis	79	41	0	93	99	DVM-D	Select One	Select One
								SPED	35	14	0	92	99	DVM-SA	Select One	Select One
								LEP	*	*	0	97	96			

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 Principal and Teacher Staff Development 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. 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 Instructional Materials 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. 2. Increased implementation of rigorous instruction	Literacy coach, academic coordinator, CILT 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 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. 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. 2. Teacher documented strategies.	Close the gap between our current math scores and the state average.	Benchmark & Diagnostic Assessment District Budget 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 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 Community Liaison Committee Groups Title I Budget 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. 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 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. 2. Teachers will use a variety of instructional strategies.	1. Administrative walk throughs. 2. Teacher documented strategies.	Close the gap between our current science scores and the state average	Science Starters 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 Research ESC V Support Center Administrative Team	Campus

State Assessment	Academic_Performance	Research Based Instructional Practices	1. WOSHS 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 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 Instructional Materials District Budget	District
State Assessment	Academic_Performance	Curricular Alignment	1. WOSHS staff will collaborate with the district to develop aligned curriculum and assessment every 6 weeks.	District Scope & Sequence 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 Literacy Coach Numeracy Coach	Campus
State Assessment	Academic_Performance	Research Based Instructional Practices	1. WOSHS 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 Academic Coordinator, Campus Instructional Leadership Team members	Campus
State Assessment	Academic_Performance	Data Driven Instruction	1. WOSHS staff will use the Kilgo Research Model to identify area(s) of academic need.	AEIS data for WOSHS, 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 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. 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 Campus Principal, AC, Numeracy & Literacy Coaches CILT and Teachers	District