

**WEST ORANGE-STARK HIGH SCHOOL
FOCUS DATA ANALYSIS**

Section I: Attendance and Disciplinary Removals

1. Attendance: Review and analyze attendance records for students in the target population(s) to identify possible causal factors for low performance and/or failure to complete or graduate with the cohort group. Identify trends or patterns Evaluate parental/community involvement and support for education. Evaluate the effectiveness of the current reporting process for student absences. Evaluate whether procedures implemented when attendance problems are identified are timely and effective. Evaluate the effectiveness of initiatives to improve student attendance (i.e. parent conferences, counseling, disciplinary and/or legal consequences, mentoring, etc.). Evaluate the effect of instructional "recovery/re-teach? Practices provided for students who are absent. Evaluate systems and procedures in place to comply with TEC 25.092, Minimum Attendance for Class Credit as it relates to mastery of the TEKS.

Response

The following 2009-2010 data reflects more than nine absences by semester and grade:

	Semester I	Semester II	
Grade 9	105/228 - 46.0%	75/210-35.7%	-30 Students
Grade 10	76/172 - 44.1%	49/158 - 31.0%	-27 Students
Grade 11	78/146 - 53.4%	55/148 - 37.1%	-23 Students
Grade 12	75/143 - 52.4%	55/145 - 37.9%	-20 Students
Total	334/689 - 48.4%	224/661 - 33.9%	- 110 Students

There were fewer excessive absences second semester.

The cause of the decrease in the total student population is a result of withdrawals/dropouts due to excessive absences, credit deficiencies, and failure to meet standards on the TAKS.

The following data show dramatic changes in fewer absences beginning in the fifth six weeks due to the increased support by local judges and the district liaison. This data indicate the significant decrease in percentages of absences for this time period.

- 9th - 21.9%
- 10th - 17.0%
- 11th - 24.3%
- 12th - 27.5%
- 9th - 12th - 22.5%

Areas of concern about excessive absences in the special education sub-population are: 9th grade - 44%, 10th grade - 58%, 11th grade - 35%, and 12th grade - 61%.

Trend and Patterns: There continues to be an excessive absence pattern for identified students dating back to middle school.

Parent and Community Support

- The 21st Century parent support was severely limited. According to the summary report, twenty-five parents attended parent training for the school year, and eighteen participated in some form of the program
- Not all teachers made personal phone contacts with parents regarding their students' progress or lack of progress
- There was low turn out for open house and report card pick-up. The plan for parents and students to attend orientation through "Mustang Mall" did not evolve. A FISH Camp, for ninth grade students, yielded a large turn out

Effectiveness of the Current Reporting Process for Student Absences

The process for PEIMS data reporting has not been refined, thus causing delays in getting timely and accurate data.

A survey of teachers revealed that there was no aligned procedure for teacher initiatives to improve attendance except for legal consequences for excessive absences through the attendance office and district liaison. The survey data were clear that there was not a reteach policy/procedure. Its absence contributed to a large number of student failures. There was and currently is a 90% attendance policy and a grading policy of 70% to receive course credit. Opportunities are given to students to make-up course credit and excessive absences throughout the year.

2. Disciplinary Removals (ISS, DAEP, OSS, JJAEP, Expulsion): Review and analyze student disciplinary removals for students in the target population(s) to identify possible causal factors for low performance and/or failure to complete or graduate with the cohort group. Identify trends or patterns. Evaluate discipline management plans and procedures. Assess the administration of the discipline management plan and procedures for equity and appropriateness of disciplinary removals. For students assigned to alternative settings (ISS, DAEP, JJAEP): determine the extent to which the local curriculum is being addressed and assessed; evaluate the rigor/relevance of instruction relative to the regular program; evaluate the procedures in place to assess student learning of essential concepts upon return to the regular campus; evaluate procedures to “accelerate” student learning if important essential knowledge and skills were not learned in the alternative setting.

Response

Data indicate a significant loss of instructional time due to SAC placements for the following identified grades: 25% of the 9th graders, 16% of the 10th graders, 18% of the 11th graders, 8% of the 12th graders averaged 2.9 days in SAC. Similar data is available for the middle school.

- Identified sub-group data for SAC indicate:

	Semester I	Semester II	Increase
African American	25.6%	41%	+15.4%
Hispanic	21.4%	40%	+18.6%
White	19.7%	29%	+8.3%
Special Education	32.5%	38.8%	+6.3%

The Student Code of Conduct has been available to students, parents and teachers. There has been a lack of consistency in implementing and following the Student Code of Conduct by teachers and administrators, resulting in large numbers of disciplinary infractions.

In reviewing the disciplinary referrals, data indicated the preponderance of these disciplinary infractions resulted from the following offenses:

- Insubordination
Students often show lack of respect for and compliance with the institution’s policies and rules.
- Disrespect
Many show disrespect toward fellow students and teachers.
- Truancy
The pattern of disregarding compulsory attendance continues, and the school receives little support from parents.
- Dress code violation
A significant disregard of the dress code has been reflected by the sagging of pants and refusal to tuck in shirttails after repeated correction. Many SAC placements resulted from the refusal to follow the dress code.
- Inconsistent enforcement
Over the past three years, the data (referrals and walk through observations) indicated that teachers and administrators have been inconsistent in applying and enforcing the discipline management plan. This has sent mixed messages to the students, and has exacerbated the problem by creating even more discipline issues.

Data findings gleaned from a survey of the SAC and DAEP teachers indicated that only about 55% of teachers provided assignments, and that fewer than five teachers go to SAC to assist with teaching, thus providing little rigor and relevance to the instruction. In DAEP, there has been a lack of rigor and relevance and a lack of consistent support for assignments, materials, or for providing the kind of procedures that could accelerate student learning while they are in DAEP and support a more successful transition back to the regular classroom.

Section II: TAKS Passing Rate -1. Review student performance data for the area(s) of low performance during the past three years. Conduct an item analysis for TAKS objectives/Student Expectations (SE) to determine strengths and weaknesses. Disaggregate and analyze data by accountability subgroups, special program participation, or other commonalities. Consider other significant factors that may impact student performance (i.e. high expectations for all students, school culture and climate, performance monitoring, (etc.). Consider ongoing or emerging trends, issue, or problems.

Response

All performance data used in this report is without TPM. In reviewing low performance data in the areas of math and science for the sub-populations including special education, African American and economically disadvantaged, the findings indicated that in grades 4-8, students had difficulty with objectives 2 through 6, 3rd grade, objectives 2 and 6, and grades 9, 10 and exit objectives 1 -10.

The student performance strengths were in the areas of ELAR and Social Studies.

Comparing the 2010 sub-group data to the 2011 state and federal standards, no high school subgroup would have met the standard in math. Also, high school science scores indicate that AA and EcoD would not have met the 2011 state standard. All students, AA, White and LEP would not have met the 2011 completion rate standard.

Furthermore, looking at the district systemically, the data show that at elementary, All Students, AA and Economically Disadvantaged subgroups would not have met federal standards in math or ELAR, except for the White subgroup in ELAR. Middle School indicate that AA and Eco D, would not have met the 2011 state standard in science. Additionally, at the middle school, the All Student group would not have met the state standard.

TAKS data for the special education sub-group indicated the following percentages for non-passers: grades 9-11 reading - 62%, math - 73%, for grades 10 and 11 science - 76%, and social studies – 60%.

Significant factors impacting student performance included:

- High expectations for all students was not evident among all teachers
- Lack of consistency in performance monitoring by all administrators
- Retention of teachers in math, science and special education departments as well as administration, remains problematic:
 - 2/5 special education teachers have been at the high school for three years
 - The loss of 2 special education positions this year
 - Only one math teacher has been at the high school more than three years
 - The loss of 1 math position this year
 - 2 science positions have been refilled multiple times in the last three years
 - The high school has been staffed by three principals in the past three years
 - Two out of three assistant principals have either been transferred and/or reassigned or have accepted positions elsewhere in the past three years
- Rate of excessive absences of students
- Low percentage of parental involvement
- Low passing rate of homogenous grouping of students in the "Academy"
- Loss of teacher common planning period due to the "Academy"
- Significant loss of instructional time due to SAC placements
- Lack of correlation between math course failures and TAKS math failures indicates lack of rigor in math instruction

On-going or emerging trends, issues or problems:

- ELAR, math, and science 2010 scores indicate a lack of readiness among the following subgroups to meet the 2011 state and federal standards:
 - All Students
 - African Am.
 - Hispanic
 - White
 - Eco. Dis.
 - Sp. Ed.
 - LEP

- Extreme drop of special education math TAKS scores
- Low passing rate of special education students and low TAKS passing rate of CTE special education student resulted in PBMAS stage 2 in special education and stage 4 in CTE.
- Grave concern for the 2011 cohort group completion rate in the following subgroups: AA economically disadvantaged and White economically disadvantaged
- Significant loss of instructional time due to SAC placements for identified grades.
- 2009-2010 data indicate the following: 25% of the 9th graders, 16% of the 10th graders, 18% of the 11th graders, 8% of the 12th graders averaged 2.9 days in SAC.
- Identified sub-group data for SAC indicate:

	Semester I	Semester II	Increase
African American	25.6%	41%	+15.4%
Hispanic	21.4%	40%	+18.6%
White	19.7%	29%	+8.3%
Special Education	32.5%	38.8%	+6.3%

- The Student Code of Conduct has been available to students, parents and teachers. There has been a lack of consistency in implementing and following the Students Code of Conduct by teachers and administrators resulting in large numbers of disciplinary infractions.
- In reviewing the disciplinary referrals at high school, data indicated the preponderance of these disciplinary infractions resulted from the following offenses:
 - Insubordination
 - Students often show lack of respect for the institution's policies and rules.
 - Disrespect
 - Many show disrespect toward fellow students and teachers.
 - Truancy
 - The pattern of disregarding compulsory attendance continues, and the school receives little support from parents.
 - Dress code violation
 - A significant disregard of the dress code has been reflected by the sagging of pants and refusal to tuck in shirttails after repeated correction. Many SAC placements resulted from the refusal to follow the dress code.
 - Inconsistent enforcement
 - Over the past three years, the data (referrals and walk through observations) indicated that teachers and administrators have been inconsistent in applying and enforcing the discipline management plan. This has sent mixed messages to the students, and has exacerbated the problem by creating even more discipline issues.

TAKS Passing Rate - 2. Determine if TAKS results for students in the target population(s) align with: 1) grades awarded for courses in the area(s) of low performance, 2) local benchmark assessment results, and #) local curriculum-based assessment (CBA) results. Determine if local assessments used to track student progress are aligned with TEKS objectives and are written at TAKS rigor. Determine if decisions regarding student interventions and support services are based on local assessment results.

Response

Among the high school targeted populations, the alignment of their TAKS results with their course grades, local benchmark tests and curriculum-based assessments reflects the following:

**Semester I
Course/TAKS Failures-9th**

208 Students	ELAR/TAKS	Math/TAKS	*Science/TAKS	*Social Studies/TAKS
# Student Failures	11/17	24/93	9	23
African American	6/13	14/66	4	10
White	5/5	8/21	5	12
Hispanic	0/0	2/6	0	1
Econ. Dis.		/63		
Special Education	/7	/13		
Course Failures	14/17	24/13	10	24

*No TAKS Science or Social Studies in 9th Grade

Course/TAKS Failures-10th

155 Students	ELAR/TAKS	Math/TAKS	Science/TAKS	Social Studies/TAKS
# Student Failures	4/24	11/82	12/71	6/28
African American	3/18	8/63	9/58	4/21
White	0/4	1/17	1/9	1/4
Hispanic	1/2	2/3	2/3	1/1
Econ. Dis.	/13	/49	/43	/17
Special Education	/7	/14	/4	/9
Course Failures	6/24	12/82	12/71	6/28

Course/TAKS Failures-Exit

Students 147	ELAR/TAKS	Math/TAKS	Science/TAKS	Social Studies/TAKS
# Student Failures	6/16	13/51	8/31	7/16
African American	3/12	12/42	6/29	4/14
White	3/4	1/8	1/2	3/2
Hispanic	0/0	0/0	1/1	0/0
Econ. Dis.	/9	/36	/23	/12
Special Education	/9	/18	/16	/13
Course Failures	6/16	14/51	8/31	7/16

**Semester II
Course/TAKS Failures-Grade 9**

Students 208	ELAR/TAKS	Math/TAKS	Science/TAKS	Social Studies/TAKS
# Student Failures	11/16	30/51	6/31	26/16
African American	8/2	15/42	3/29	12/14
White	3/4	13/8	3/2	13/2
Hispanic	0/0	2/0	0/1	1/0
Econ. Dis.	/9	/36	/23	
Special Education	/9	/18	/16	/13
Course Failures	12/16	32/51	6/31	27/16

Course/TAKS Failures-Grade 10

Students 155	ELAR/TAKS	Math/TAKS	Science/TAKS	Social Studies/TAKS
# Student Failures	2/16	17/51	7/31	13/16
African American	2/2	14/42	6/29	8/14
White	0/4	1/8	0/2	3/2
Hispanic	0/0	2/0	1/1	2/0
Econ. Dis.	/9	/36	/23	
Special Education	/9	/18	/16	/13
Course Failures	2/16	20/51	8/31	17/16

Course/TAKS Failures-Grade Exit

Students 147	ELAR/TAKS	Math/TAKS	Science/TAKS	Social Studies/TAKS
# Student Failures	5/16	12/51	2/31	13/16
African American	2/2	7/42	1/29	8/14
White	3/4	4/8	1/2	4/2
Hispanic	0/0	1/0	0/1	1/0
Econ. Dis.	/9	/36	/23	
Special Education	/9	/18	/16	/13
Course Failures	5/16	13/51	2/31	16/16

Data from local assessments using WEBCCAT and other products showed that there was little to no alignment between benchmark assessment results and TAKS results. The data also indicate that rigor was absent from instructional content as well as use of scientific-based strategies.

Local assessments used to monitor student progress were not aligned with TEKS objectives/student expectations and were not written at TAKS rigor. This continues to be a priority for professional development throughout the year.

Data from a teacher survey and from walk-through observations indicated that decisions regarding student interventions and support services, based on local assessment results, have not been used except to homogeneously group low performing students. The results were that these students did not make the gains necessary, and in fact showed high failure rates in the core classes. Due to an absence of a clearly defined RtI and accelerated instruction plan K-12 for all core content areas, there continue to be students who struggle to make the gains which will prepare them to be successful in the next grade.

TAKS Passing Rate - 3. Analyze the curriculum for each area of low performance. Consider the effectiveness and pacing of the district's scope and sequence. Determine if the curriculum is based on TEKS objectives and provides sufficient rigor. Evaluate the vertical and horizontal alignment of local curriculum with TEKS. Evaluate the alignment of local assessments to state assessments.

Response

An analysis of the aligned curriculum, scope and sequence, and assessments showed that a preponderance of teachers did not plan and teach the TEKS Objectives/student expectations with TAKS rigor or with a clear assessment expectation developed prior to planning the lesson. While staff development has been focused on the alignment of what is written, taught, and tested, work continues on K-12 vertical and horizontal alignment. Data indicated that walk-through monitoring/feedback for rigor and relevance in the curriculum, instruction and assessment was not consistently done.

TAKS Passing Rate - 4. Analyze the instructional program for each area of low performance. Determine if the curriculum is implemented consistently district-wide. Evaluate the effectiveness of instructional delivery in the area(s) of low performance, including the direct teach/lesson cycle, learning styles and/or brain compatibility strategies, formative assessment and questioning, and individualized instructional methodologies, sheltered instruction, etc. Evaluate the effectiveness of the academic interventions and teacher support strategies (i.e. classroom and other tutorials, TAKS remediation programs, pull-outs, outside support, etc.). Evaluate the availability, utilization, and effectiveness of instructional materials and resources.

Response

Data from observations and from student performance scores indicated that not all instructional planning and delivery for the identified student groups and core content areas considers learning styles, brain compatible strategies, differentiated instruction, RtI, acceleration of learning, use of higher level questioning techniques, and use of formative assessment data to determine appropriate interventions for students.

While there is an abundance of instructional materials and resources for most core classes, there continues to be a need for additional textbooks and materials for other core and CTE classes. Additionally, further staff development is needed for effective use of these materials.

Forty-nine students attended summer school. Only six received credit for courses they failed in either semester 1 or 2. Of the 49 students, 43 (91%) were not on the failure list. Thirty-nine of those 43 received credit in one or more course. The data indicate that more students (32) were denied course credit due to excessive absences.

Areas of concern about excessive absences in the special education sub-population are: 9th grade - 44%, 10th grade - 58%, 11th grade - 35%, and 12th grade - 61%.

There seems to be little guidance and therefore little correlation between first and second semester failures and summer school course selection. Ninety one percent of the students were enrolled in courses that were not reflected on semester 1 or 2 failure lists.

Section III: Completion/Dropout Rate

1. Identify the students that did not complete or graduate with their cohort groups for 2008, 2009 and 2010. Determine the characteristics of students impacting the completion and/or drop out rates for the past 3 years. Determine the extent to which factors, trends, and patterns impacted the completion and/or drop out rates (i.e. demographics attendance, discipline, academic performance data, TAKS exemptions, etc.). Identify the common special programs in which students in the targeted group participated (i.e., PEP, homeless, BE/ESL, CTE, special education, migrant, etc.). Analyze the students that did not graduate by subpopulations. Analyze the data of the feeder campuses and identify trends/issues that impact completion rates. Note: Finding from this probe should also be addressed in the feeder schools' campus improvement plans.

Response

The subgroups impacting the completion and or dropout rates are: African American Male, Economically Disadvantaged, and Special Education.

The characteristics of these cohort group subpopulations for 2008, 2009, 2010 reflect the following trends and patterns:

- chronic excessive absences (31 students in grades 9-12 were denied course credit due to excessive absences)
- loss of instructional time due to discipline placement (excessive placement in SAC)
- loss of course credit due to both excessive absences and SAC discipline placement
- incarceration
- over- aged students due to multiple years of retention
- pregnancy
- social issues
- parent support

While an in depth study has not been done at the elementary like the ones done at the middle and high school, the findings indicate that high retention rates over many years beginning at kindergarten have put many students at risk of not graduating. Data analysis results showed that some students have been retained as many as 3 times at the K-3 level, thus creating over- aged students in middle school (17 year old students in 7th grade) and high school.

Special programs provided for the targeted groups included the identification and reporting of homeless students, special education, and referral to outside agencies, home visits by the school/community liaison, and credit recovery. However, the offering of credit recovery is limited due to space and availability of additional teachers.

There has been no plan for accelerated instruction (TEC 28.0211) and no Personal Graduation Plan (TEC 28.0212) for all students.

The preponderance of the data indicated that effective programs and support services for dropouts is severely lacking.

Campus procedures for accurately documenting and reporting student leavers are not aligned with the responsible departments (Guidance, Attendance, and Liaison). Additionally, the process used to monitor student progress prior to failure and before students have dropped out of school, is not developed well enough for effective implementation by departments, counseling and attendance offices and classroom teachers.

2010-2011 School Improvement Plan (SIP)

LEA and Campus Information			
LEA Name: West Orange-Cove CISD	Campus Name:	West Orange-Stark High School	
CDN: 181-906	Campus Number:	181-906-001	
Date: 10/25/2010 with special permission from TEA	Date SIP was Approved by Local Board:	10/25/2010	

2010 AEIS: High School: Math - All Students, AA, Eco Dis, *Hispanic, *White
 2010 AYP: Math - High School: All, AA, Hispanic, White, Eco Dis, SpEd.
 ELAR - High School: Hispanic, SpEd, *Eco Dis, *AA
 Note: Additionally the following subgroups are in danger of not meeting the 2011 AEIS state standards and AYP:
 2011 AEIS: Math - All Students: AA, Eco Dis, Hispanic and White
 Science - AA, Eco Dis.
 2011 AYP: ELAR - *All, *AA, Hispanic, *Eco Dis, SpEd
 Math - All, AA, Hispanic, White, Eco Dis, SpEd.
 Graduation Rate - All, Hispanic, White, LEP
 *Borderline

Section III: Process for Evaluating Progress toward Meeting Performance Standards

Describe the assessment process, reports, tests, and instruments, and the means 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 TAKS tests in December; administer benchmark tests at the end of the first semester.

I. TAKS
Assessment Process:
 Formative assessments every two weeks
 Multiple benchmark every six weeks
 TAKS Released test in December
 YEMS Aligned Instruments:
 Data Informed aligned scope and sequence
 Periodic curriculum audit using a rubric to determine a guaranteed and viable curriculum with rigor and relevance
Measures to Evaluate Progress:
 CIT, FDA, administrators disaggregate and analyze benchmark data
 Disaggregation of benchmark data including the item analysis by teachers
 Presentation of disaggregated data by teacher to administrators and CIT
 Regular walk-through, PDS observations and summative conferences
 It. Completion
Interventions:
 Expansion of the student mentor program
 Counseling with the most at risk students in danger of dropping out due to absences
Monitoring of Cohort Groups:
 Regular monitoring of FERMS data by FDA/CIT
 Track excessive absences by community liaison and FDA/CIT
 Monitor cohort groups by counselors, attendance office, and principal
 FDA/CIT and administrative monitoring
 Assess student mentoring program by FDA/CIT
 Disaggregation of course completion rate, discipline placements, and class attendance by CIT/FDA

Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies/Initiatives and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required (State/Person(s) Responsible)
TAKS	Curriculum_Assessment	Formative Assessment to Guide Instruction	Use the Kilgo method to disaggregate data collected from formative and summative assessments (2 wk. formative +2 wk. formative +2 wk. formative +6 wk. summative). Construct and present an intervention plan for addressing needs reflected by the data. The administrative team will conduct walk through observations and provide written feedback to teachers. The CIT and the district curriculum consultant will conduct walk through observations as part of the TEA requirements and to ensure that alignment of what is written, taught, and tested.	Presentation of disaggregated data used in Kilgo method and the plan to address student needs by teacher to the principal, administrative team, the CIT, and the district curriculum consultant. Data from administrative walk through observations along with evidence of written feedback will be provided to the CIT and to the district curriculum consultant.	Benchmark data will show alignment of what is written, taught, and tested. Benchmark and TAKS scores will indicate a 5% increase each six weeks in the mastery of the student expectations assessed in math and science.	Resources Required (State/Person(s) Responsible) (LEA Liaison/Teacher/TC/Support Personnel/Documenting Use of High School Alignment and Core Instructional/Assessment/Alignment) Resources and persons responsible: *Professional development in the use of Kilgo method and scanning benchmark assessments Hutcherson Hill, principal, Michelle Duhon, curriculum coordinator, Rod Anderson, John Williams, Lynda Willie, administrative staff; *Edaphora training-Michelle Duhon, curriculum coordinator; *supplies/materials associated with scanning benchmark assessments-Hutcherson Hill, principal, Michelle Duhon, curriculum coordinator

Performance Area/Targeted	Major System Targeted	Components	Strategies/Initiatives and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible (Please identify the use of High School ADOs and Compensation/Educational Funding)
TAKS	Curriculum_Assessment	TAKS-Rigor Benchmark Assessment	The district curriculum consultant and the curriculum coordinator will work with department chairs and teachers to align rigorous benchmark assessments of concepts with student expectations taught within a six week period. Additionally, all teachers will become knowledgeable about STAAR expectations and incorporate them in their planning. A rubric for guaranteeing a viable curriculum will be used. Administrators will monitor and assess the alignment and the effectiveness of the strategy.	The rubric will indicate that the benchmark assessments have rigor, and measure concepts learned as outlined in the student expectations. STARR notations will be found in the lesson plans.	* Data will show an increase in benchmark scores of $\geq 75\%$ in math and $\geq 60\%$ in science. * Benchmark data will show alignment of what is written, taught, and tested. *The items on the benchmark assessment will incorporate STAAR rigor.	Persons responsible: Hutcherson Hill, principal; Rod Anderson, Lynda Willie, John Williams, assistant principals; Michelle Duhon, curriculum coordinator; Sandra K. Ellington, district curriculum and professional development consultant, Jane Stephenson, Director of Student Services.
TAKS	Instruction	Instructional Processes / Pedagogy	Use the 6 professional development 1/2 days for: * learning the Kilgo method for disaggregating data, and for planning interventions for instructional gaps. * providing specific tools and expectations for effective use of instructional time on learning as provided in the block schedule, * planning and successfully implementing scientifically research-based instructional strategies, i.e. accelerated instruction and differentiation of instruction, * using technology (Smart Boards, etc.), * planning for and teaching students with disabilities	Evidence that 100% of the math, SOCIAL STUDIES, ELAR, and science teachers employed these strategies will be reflected through their lesson plans and feedback from administrative, CIT and district curriculum consultant.	Ninety percent (90%) of the students will be engaged and self-directed in project-based concept learning and technology for problem solving and research.	Persons responsible: Sandra K. Ellington, Michelle Duhon, curriculum coordinator, Dr. Beth Green, SREB; Region V ESC math and science consultants will provide professional development
TAKS	Instruction	Data Driven Instructional Decisions	* Department leaders and teachers will present disaggregated formative and summative benchmark data along with a plan for intervention for students who did not pass, or who are in danger of not passing, and will present it to the administrative team and the CIT. * Data from the continuous monitoring of these students will be presented by the department leaders and teachers to the administrative team and to the CIT.	Administrators and department chairs will receive data products (charts, graphs, etc.), both formative and summative, including item analysis along with teachers' plans for student expectation (TEKS/SES) priorities for reteaching and acceleration.	Students will score at $\geq 75\%$ in math, 80% in ELAR, 60% in science and 70% in social studies on TAKS and show incremental growth toward TAKS targets.	Persons responsible: Hutcherson Hill, principal; Rod Anderson, John Williams, Lynda Willie, administrative team; Gay Jenkins and Sandra K. Ellington, CIT, Department Chairs: Cynthia Tolliver-math, Michael Washburn and MaryAnn Jaynes-science, Ken Wernig and Marvin Hill-ELAR, Leesa McMullen and Greg Bass-social studies, and classroom teachers.
TAKS	Student_Support	Data Driven / Timely / Targeted Support	* Provide professional development and subsequent directives to incorporate positive, scientifically research-based instructional strategies including addressing the varied needs and characteristics of learners in terms of content, process, and product. * Timely interventions will be provided for students not working at a mastery level, and for teachers who are not performing at or above the proficient level. * Provide equal access to rigorous and relevant course curriculum for students in SAC, DAEP, and credit recovery	* Classroom walk through observations and monitoring of lesson plans will show evidence of teacher planning, implementation, and assessment for students with specific learning needs, including students with disabilities and those assigned to DAEP, SAC, and in credit recovery.	* Students will score at $\geq 75\%$ in math, 80% in ELAR, 60% in science and 70% in social studies on TAKS and show incremental growth toward TAKS targets.	* Persons responsible: Hutcherson Hill, principal; Rod Anderson, Lynda Willie, John Williams, assistant principals; Michelle Duhon, curriculum coordinator; Sandra K. Ellington, professional development consultant, Jane Stephenson, Director of Student Services

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible <i>(LEAs identify and categorize \$75,918 must document the use of High School Alignment and Compensation Education Funding)</i>
TAKS	Culture_Climate	Professional Learning Community	<ul style="list-style-type: none"> *Institute a professional learning community (PLC) model to support a cultural, infrastructure redesign. Schedule specific professional development associated with PLC for forging a shared vision and mission based on common values, and for raising awareness of and increased expectation for personal and professional behaviors and accountability. *Send messages via texting, phone call- outs, and emails to parents, businesses, and churches using Alert Now as a means of providing current school information such as parent nights, report card pick-up, college night. 	<ul style="list-style-type: none"> * Observation feedback will document intentional, positive relationships--- teacher to teacher, teacher to student, and student to teacher. *Ninety percent (90%) of the faculty and staff will participate in PLC activities such as student mentoring, tutoring, teacher to teacher mentoring. *Professional conversations will be centered around student achievement. *Schedule for sending communications to parents, community, and churches will be developed and data collected monthly. *Conduct a bi-annual 	<ul style="list-style-type: none"> *A bi-annual parent/teacher/community perceptual survey will show that 90% of the returned surveys indicate strong support for West Orange Stark High School. The outcome will be that West Orange-Stark High School has a new image in the community, an image focused on pride, achievement, and community service. *Parent and community involvement will increase by 50%. 	<p>Persons responsible: Hutcherson Hill, principal; Rod Anderson, John Williams, Lynda Willie, assistant principals; faculty and staff, including cafeteria and custodial; Sandra K. Ellington, professional development consultant, Rhonda Duhon.</p>
TAKS	Culture_Climate	Positive Behavioral Support	<ul style="list-style-type: none"> *Provide professional development for implementing a clearly defined positive behavioral support system and a framework for personal responsibility and accountability. *Schedule specific intervention classes for the development of social and academic skills necessary to function successfully in and out of school. An example would be Safe and Civil Schools with Dr. Randy Sprick. 	<ul style="list-style-type: none"> *Published manual outlining policies and procedures *Classes will be reflected in the master schedule and the student class schedule. *Certificates of staff development completion 	<ul style="list-style-type: none"> *Reduced discipline placements in SAC suspensions and DAEP *Benchmark and TAKS scores show double digit gains 	<p>Persons responsible: Hutcherson Hill, principal, Rod Anderson, John Williams, Lynda Willie, assistant principals; outside consultant; teachers; counselors</p>
TAKS	Parents_Community	Parent Involvement	<ul style="list-style-type: none"> *Communicate and implement the Title I Parent Compact *Send parent information weekly via Alert Now. *Schedule "Math and Science Night" first and second semesters 	<ul style="list-style-type: none"> *Record of parent meetings *Parent contact logs 	<ul style="list-style-type: none"> *Parent participation in school activities will increase by 50%. 	<p>*Persons responsible: *Hutcherson Hill, principal; Rhonda Duhon, secretary</p>
TAKS	Other	Administrative Leadership	<ul style="list-style-type: none"> *Administrators will review the PDAS rules, roles, and responsibilities. *Administrators will participate in professional development to ensure currency in scientifically research-based strategies. 	<ul style="list-style-type: none"> *Sign-in sheets for participation *Reflection document *Record of participation in current scientifically research-based strategies 	<ul style="list-style-type: none"> *The number of teachers scoring at the PDAS Proficient level will increase by 15% and will be aligned with student achievement scores. *Student achievement will increase in science and math to the standard for all subgroups, including students with disabilities 	<p>*Persons responsible: *Hutcherson Hill, principal; Rod Anderson, Lynda Willie, John Williams, assistant principals; Sandra K. Ellington, professional development consultant; other content specific consultants</p>
Completion	Academic_Support	Personalized Graduation Plan	<ul style="list-style-type: none"> *Counselors will meet with students on a specific schedule to complete their personal graduation plan. These plans will be completed for all students, grades 9-12, no later than December 1. *Counselors will meet with students at least twice more prior to the end of the year to ensure that students are on track to complete courses. *If students require summer school to complete courses and stay on track with their cohort group for graduation, counselors will guide them in selecting the correct courses. 	<ul style="list-style-type: none"> *Students' completed personal graduation plan will be located in the individual cumulative files. *Counselors will advise students regarding loss of course credit with a plan for making up course credit. 	<ul style="list-style-type: none"> *The completion and graduation rates will reach 80% for all subgroups. 	<p>Persons responsible: *Delores Eddings, Iberia Smith, counselors; Hutcherson Hill, principal, Linda Burch</p>

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Re-design	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible (LEA's Utilized under FE: 679.918 must document the use of High School Alotment and Compensation Education Funding)
Completion	Behavior_Social_Skills	Truancy Prevention	<ul style="list-style-type: none"> *The community liaison, attendance clerk and the guidance office will follow the district policy and procedures in recapturing students who have four or more absences in a six week period. *The process outlined for interfacing with the court system will be followed. 	<ul style="list-style-type: none"> *Attendance and court records 	<ul style="list-style-type: none"> *Decrease of excessive absences and an increase in attendance to 95% 	<ul style="list-style-type: none"> Persons responsible: *Jane Stephenson, Rachel Stephens, Karin Morris, and Simmye Griffin
Completion	Personalized_Environment	Strategies That Create Small Learning Communities, Advocacy Programs, or Advisory Programs for Students	<ul style="list-style-type: none"> *Implement a ninth-grade PLC focused on project-based learning, student mentoring, and guidance for correct sequence of courses needed to graduate with their cohort group. 	<ul style="list-style-type: none"> *Students will be completing interdisciplinary projects *Students will have a personalized graduation plan *Students will have an assigned mentor for support 	<ul style="list-style-type: none"> *All students will graduate with their cohort group 	<ul style="list-style-type: none"> Persons responsible: *Greg Bass, Jamie Campbell, Ninth-grade teacher leaders; Delores Eddings and Iberia Smith, counselors; Hutcherson Hill, principal
TAKS	Student_Support	Adult Advocate / Mentor / Advisor	<ul style="list-style-type: none"> *RTI training will focus on developing a campus-wide intervention plan to address academic, social, and behavioral progress. *Teacher leaders will provide follow-up RTI staff development from January through May of 2011. 	<ul style="list-style-type: none"> *Named RTI Team *2010-2011 Implementation Plan Sign-in sheets *Meeting Agendas 	<ul style="list-style-type: none"> *Students will score at $\geq 75\%$ in math, 80% in ELAR, 60% in science and 70% in social studies on TAKS and show incremental growth toward TAKS targets. *Increased daily attendance to 95% *Decrease in number of missed days due to SAC and DAEP placements by 70%. 	<ul style="list-style-type: none"> Persons responsible: *Hutcherson Hill, principal; All faculty
TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	<ul style="list-style-type: none"> *All administrators will monitor teaching and student learning to determine effective use of scientifically researched-based strategies, and successful student engagement. *Administrators will provide timely written feedback. *Administrators will document teachers in need of assistance and will provide a collaboratively written plan for improvement. *Data from observations will be given to the CIT. 	<ul style="list-style-type: none"> *Data from observations *Written record of TINAS *Record of data presented to CIT by administrators for TEA report 	<ul style="list-style-type: none"> *Students will score at $\geq 75\%$ in math, 80% in ELAR, 60% in science and 70% in social studies on TAKS and show incremental growth toward TAKS targets. *Increased daily attendance to 95% *Decrease in number of missed days due to SAC and DAEP placements by 70%. 	<ul style="list-style-type: none"> Persons responsible: *Hutcherson Hill, principal; All faculty
TAKS	Parents_Community	Community Involvement / Partnerships	<ul style="list-style-type: none"> *CIE and the Guidance Department, in partnership with community businesses, will develop programs that attract students and parents by providing a minimum of 20 slots for job shadowing each semester, including six weeks in the summer. *Schedule monthly briefing meetings with students/parents/business partners/school personnel to evaluate the job shadowing program. 	<ul style="list-style-type: none"> *Partnership plan between West Orange-Stark High School and local businesses; * Monthly attendance and evaluation reports, monthly briefing meetings among students, parents, partners, and school/district personnel. 	<ul style="list-style-type: none"> *Students will score at $\geq 75\%$ in math, 80% in ELAR, 60% in science and 70% in social studies on TAKS and show incremental growth toward TAKS targets. *Increased daily attendance to 95% *Decrease the number of lost instructional days due to SAC and DAEP placements by 70%. 	<ul style="list-style-type: none"> Persons responsible: *Hutcherson Hill, principal; Jane Stephenson; Anitrea Goodwin; All faculty, including Richard Brister, Nathaniel Collins, Patricia Geis, Lacey Hale, Randy Palmero, Carlo Paulino, Beverly Robinson, Terrie Salter, Kim Smith, and Bryan Thomas.

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Rationale	Evidence of Implementation	Evidence of Impact	Resources Required (and Person(s) Responsible) <i>(LEA staff/contractors/TC/ST/EA must document the use of High School Alignment and Compensation/Education Funding)</i>

2010-2011
School Improvement Plan

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Programs	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible (List Identifiable Individuals; \$29,918 must document the use of Title I, Special Education and Compensation Education Funding)
Select One	Select One					
Select One	Select One					