

West Orange-Cove CISD  
West Orange-Stark High School  
Campus Improvement Plan



2014-2015

## **Mission Statement**

The mission of West Orange-Stark High School is to instill pride in all our students while providing them with a meaningful and sound education in a safe, engaging, and challenging environment in which students, parents, and staff expect nothing less than success.

## **Vision Statement**

West Orange-Stark High School will be a premier learning community of responsible and motivated 21<sup>st</sup> Century life-long learners who take pride in their personal achievements, their school, and their community. We are a school where students, parents, and the community work as one to contribute to society in a positive and productive manner.

## **School Motto**

*Inspire, Achieve, Celebrate  
112% Everyday*

West Orange-Stark High School 2014-2015 Campus Improvement Plan

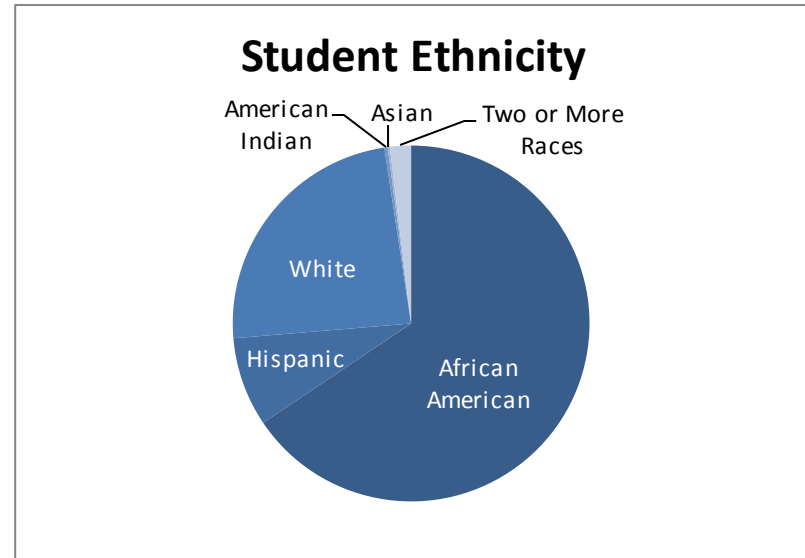
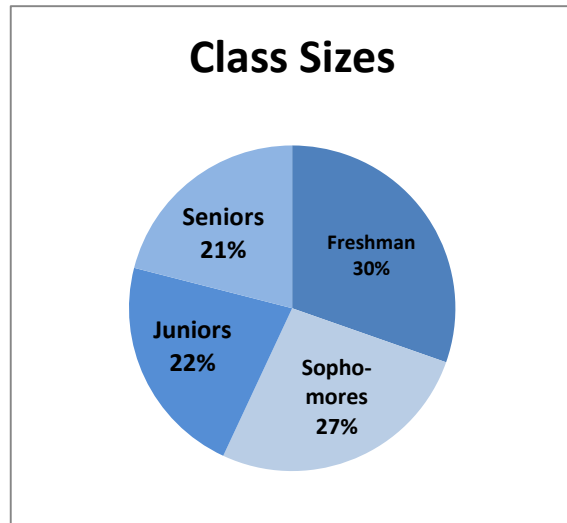
<b>Professional Staff Members</b>			
<b>Name</b>	<b>Department</b>	<b>Representation</b>	<b>Years of Service</b>
Mr. Rod Anderson	Principal	Administration	2013-2015
Mr. Ronnie Wright	Academic Coordinator	Administration	2013-2015
Ms. Alicia Sigeo	Assistant Principal	Administration	2014-2015
Mr. Kevin Johnson	Assistant Principal	Administration	2014-2015
Ms. Valerie Haley	Numeracy Coach	Curriculum & Instruction	2010-2015
Ms. Jeannie Istre	Literacy Coach	Curriculum & Instruction	2010-2015
Ms. Julie Guidry	Counseling	Counselor	2011-2015
Ms. Aqueenta Franklin	Counseling	Counselor	2011-2015
Ms. Angela Motomura	Mathematics	Instruction	2013-2015
Ms. Diztorsha Lavan	Social Studies	Instruction	2013-2015
Mr. Michael Washburn	Science	Instruction	2013-2015
Ms. Joycelyn Terry	English/Language Arts	Instruction	2014-2015
Ms. Lacy Hale	Career & Technology Education	Instruction	2013-2015
Ms. Carolyn Morgan	Languages Other than English	Instruction	2014-2015
Ms. Angela Greer	Response to Intervention	Instruction	2014-2015
Ms. Amy Langston	Special Education	Instruction	2013-2015
Ms. Meri Elen Jacobs	Electives	Instruction	2014-2015
<b>Parents, Business, &amp; Community Members</b>			
<b>Name</b>	<b>Group</b>	<b>Address</b>	<b>Contact Number</b>
Ms. Kay Ramsey	Parent	Orange, Texas	409-882-5570
Ms. Tina LeDesma	Parent	Orange, Texas	409-882-5424
Ricky Jacobs	Community	Orange, Texas	409-988-2287

## School Demographics

### Student Body

#### Ethnicity

African American	65.5%
Hispanic	8.1%
White	23.9%
American Indian	0.3%
Asian	0.2%
Two or More Races	1.9%



Economically Disadvantaged	82.4%
English Language Learners	1.0%
Empus Mobility Rate	19.8%

#### Class Sizes

Grade 9	175 Students	30.4%
Grade 10	153 Students	26.6%
Grade 11	127 Students	22.0%
Grade 12	121 Students	21.0%

## Average Daily Attendance

2011-2012	92.9%
2012-2013	93.9%
2013-2014	94.0%

## Average Class Enrollment

SUBJECT	WOS	TX
English/ELAR	21.2	17.4
Lang Other than English	27.3	19.0
Mathematics	22.9	18.0
Science	21.2	19.0
Social Studies	21.6	19.7

## Faculty

	WOS	TX
African American	27.2%	9.4%
Hispanic	3.7%	24.9%
White	69.1%	62.8%
	WOS	TX
Male	37.1%	23.2%
Female	62.9%	76.8%

EXPERIENCE	WOS	TX
Beginning	8.9%	7.0%
1-5 Years	29.6%	26.1%
6-10 Years	13.3%	22.7%
11-20 Years	21.7%	26.9%
Over 20 Years	26.6%	17.3%

## Testing Data \* STAAR – EOC Level II – Met Standards

	2012	2013	2014	2014 STATE AVERAGE
Algebra I	63%	40%	76%	86%
Biology	72%	73%	90%	93%
English I	46%/33% *	38%/42% *	45%	72%
English II	N/A **	58%/26% *	57%	73%
US History	N/A **	N/A **	90%	92%

\* Prior to March 2014 the English I and English II STAAR EOC was given as two separate tests: Reading/Writing

\*\* No students were required to test during these years

## Testing Data \* STAAR – EOC Level III – Exceeds Standards

	2012	2013	2014	2014 STATE AVERAGE
Algebra I	3%	2%	2%	20%
Biology	1%	1%	2%	13%
English I	2%/1%*	1%/0%*	0%	8%
English II	N/A**	3%/0%*	0%	7%
US History	N/A**	N/A**	2%	16%

\* Prior to March 2014 the English I and English II STAAR EOC was given as two separate tests: Reading/Writing

\*\* No students were required to test during these years

## 2014 Testing Data - STAAR Subgroup Performance Level II – Met Standards

	All Students	African American	White	Hispanic	Special Education	Economically Disadvantaged
Algebra I	74%	73%	72%	82%	---	73%
Biology	88%	87%	90%	91%	67%	88%
English I	45%	39%	58%	60%	---	43%
English II	57%	51%	69%	73%	23%	64%
US History	88%	83%	97%	100%	57%	97%

\* Demographic information not provided for these students

## 2014 Testing Data - STAAR Subgroup Performance Level III – Exceeds Standards

	All Students	African American	White	Hispanic	Special Education	Economically Disadvantaged
Algebra I	2%	0%	8%	9%	---	2%
Biology	2%	1%	3%	0%	0%	1%
English I	0%	0%	0%	0%	---	0%
English II	0%	0%	0%	0%	0%	0%
US History	2%	0%	7%	8%	0%	2%

\* Demographic information not provided for these students

## 2013-2014 State of Texas Accountability Index

### Met Standards

	West Orange-Stark High School	West Orange Cove CISD	Region V	State Standard
I – Student Achievement	<b>57</b>	60	75	High School = 55 District = 55
II – Student Progress	<b>N/A</b>	33	37	High School = 55 District = 16
III – Closing Performance Gaps	<b>38</b>	33	37	High School = 31 District = 28
VI – Postsecondary Readiness	<b>60</b>	59	66	High School = 57 District = 57



## Community & Student Engagement District Accountability Rating

### Exemplary

Category	Rating	Points Earned
Fine Arts	<b>Exemplary:</b> Campus consistently provides opportunities for students to receive instruction in fine arts including visual and performing arts.	<b>3</b>
Wellness & Physical Education	<b>Exemplary:</b> Campus consistently provides opportunities for students to receive instruction in wellness & physical education.	<b>3</b>
Community & Parent Involvement	<b>Recognized:</b> Campus generally provides multiple opportunities for parent and community involvement.	<b>2</b>
21 <sup>st</sup> Century Workforce Development	<b>Exemplary:</b> Campus consistently implements career and technical education including programs of study and integration.	<b>3</b>
Second Language Acquisition	<b>Acceptable:</b> Campus occasionally implements advanced language classes in multiple languages, advanced placement examinations, and as appropriate, dual language programs.	<b>1</b>
Digital Learning Environment	<b>Acceptable:</b> Campus occasionally provides learning facilitated with a seamless integration of technology in the classroom.	<b>1</b>
Dropout Prevention	<b>Exemplary:</b> Campus consistently implements multiple strategies for dropout prevention.	<b>3</b>
Gifted & Talented Services	<b>Recognized:</b> Campus generally implements exemplary gifted services as outlined in the state plan for the gifted.	<b>2</b>
History of Compliance	<b>Exemplary:</b> Campus is consistently in compliance with state and federal reporting.	<b>3</b>
<b>OVERALL RATING</b>	<b>EXEMPLARY</b>	<b>21</b>

## 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
<b>Activity 1.1</b> <b>Every teacher will provide classroom instruction that is data driven, relevant, rigorous, and skill building.</b>	Power of ICU College Readiness AP/PAP Dual Credit Classes STEM Program Endorsement Programs Mentor/Buddy System	Data Driven Instruction (Using Eduphoria) Compass Learning Blue Pelican Math Campus-Wide Writing Strategies Professional Development PLC Collaboration	Improved Score Data Increased Passing Rates Observation of Student Engagement Increased College Acceptance	Principal Academic Coord. Instruc. Coaches CILT Faculty	Focus Grant Funds High School Allotment Title I Funds
<b>Activity 1.2</b> <b>The Staff will proactively provide all students with needed intensive, data driven interventions.</b>	Grand Central Station Credit Recovery Literacy Lab Math Lab STAAR Remediation STAAR Saturday Response to Intervention	Data Driven Instruction and Remediation PLC Collaboration Differentiated Instruction Scaffolding One-on-One & Small Group Instruction	Success on STAAR Formative and Summative Assessment Student Participation	Principal Academic Coord. Instruc. Coaches CILT Faculty Counselors	Focus Grant Funds High School Allotment Title I Funds
<b>Activity 1.3</b> <b>The staff will narrow the achievement gap for special education and LEP students</b>	Grand Central Station Literacy Lab Math Lab STAAR Remediation Applied/Resource Classes Using Aligned Curriculum Adaptive Behavior Unit	Marzano's Nine Instructional Strategies PLC Collaboration Differentiated/Individualized Instruction IEP/LPAC	Achievement Gap Reduction	Principal Academic Coord. Instruc. Coaches CILT Faculty Counselors	Focus Grant Funds High School Allotment Title I 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
<b>Activity 2.1</b> <b>The faculty and staff will create a positive campus atmosphere of which students, parents, and staff can be proud.</b>	Informational Surveys of Parents and Students Incentive Programs Celebrate Our Successes Remarket Ourselves	Social Media Survey Monkey and/or Blackboard Positive Reinforcement	Changes in attitude: Students Parents Faculty and Staff	Principal Academic Coord. Instruc. Coaches CILT Faculty and Staff Counselors	High School Allotment Technology Funds
<b>Activity 2.2</b> <b>Foster a campus culture that models our mission and vision statement which includes a "first time/last time" attitude for testing and didactic activities.</b>	Implement ACHIEVE Peer Teacher Modeling and Mentoring Provide Youth Leadership Opportunities Through Extracurricular and Instructional Activities	Quality Teaching Strategies Leadership Training	Improved Testing Success Decreased Disciplinary Referrals Decreased Need for Credit Recovery Increase in Commended STAAR scores Decrease in Drop Out Rate	Principal All Faculty and Staff	High School Allotment Technology Funds
<b>Activity 2.3</b> <b>Faculty will provide consistent classroom management that includes clearly stated expectations related to academics, behavior, social and extracurricular activities</b>	Campus-wide Classroom Expectations Implement ACHIEVE with Fidelity RTI Tier 1 interventions Introduction of Social Training in ISS Staff Development Poverty Training	Positive Reinforcement Social Skills Curriculum	Improved Testing Success Decreased Disciplinary Referrals Decreased Need for Credit Recovery Increase in Commended STAAR Scores Decrease in Drop Out Rate	Principal All Faculty and Staff	Focus School Grant High School Allotment Technology Funds

## 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
<b>Activity 3.1</b> <b>Hire and retain highly qualified certified and enthusiastic faculty.</b>	Recruitment and Hiring Practices Utilize State and District Faculty Incentives Professional Development PLC Collaboration Campus Incentives	Team Collaboration Cultural Competence Peer Faculty Mentoring	Increased Highly Qualified Faculty Teacher Moral Teacher Retention	Principal Academic Coord. Asst. Principals Instruc. Coaches CILT "Sunshine" Committee Faculty	Central Administration Support
<b>Activity 3.2</b> <b>Provide new teachers with substantial support to ensure success in all classrooms</b>	Mentoring and Buddy System Principal's "Dirty Dozen" PLC Collaboration Professional Development	Peer Faculty Mentoring Expert Professional Development	Teacher Moral Teacher Retention	Principal Academic Coord. Asst. Principals Instruc. Coaches CILT Faculty Mentors/Buddies	Central Administration Support
<b>Activity 3.3</b> <b>Provide faculty incentives to build a positive working environment with a family atmosphere</b>	Monthly Faculty Incentives and Rewards PLC Collaboration	Team Collaboration Cultural Competence Peer Faculty Mentoring	Teacher Moral Teacher Retention	Principal Academic Coordinator CILT "Sunshine" Committee	Central Administration Support

## 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
<b>Activity 4.1</b> <b>Integrate curriculum horizontally across core areas to increase reading, writing and mathematics fluency in all grade levels.</b>	Standardized Short Answer Writing Cross Curricular Activities	"ACE" Writing Program Horizontal & Vertical Teaming	Improvement in Short Answer Question Scores	Principal Academic Coord. Asst. Principals Instruc. Coaches CILT Faculty	Internet Access Current Periodicals High School Allotment Title I Funds ESC 5
<b>Activity 4.2</b> <b>Develop a well-defined comprehensive pyramid of interventions addressing the academic needs of all students.</b>	Tutorial Programs Student Academic Tracking	Response to Intervention Grand Central Station	Standardized Test Passing Rate Increase	Principal Academic Coord. Asst. Principals Instruc. Coaches CILT RtI Team Faculty	High School Allotment Title I Funds ESC 5
<b>Activity 4.3</b> <b>Increase the level of rigor and higher order level thinking skills in the classroom with a greater emphasis on student-led instruction</b>	Higher Order Question Stems Introduction of New Honors Classes	Marzaon's 9 Bloom's Cognitive and Effective Dimensions Teacher In-Service Formative Assessment Project Based Learning	Improved Standardized Test Scores Increased Student Participation in Honors Courses	Principal Academic Coord. Asst. Principals Instruc. Coaches CILT Faculty	High School Allotment Title I Funds WOC C&I Office ESC 5

## 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
<b>Activity 5.1</b> <b>Implement and continue developing a well-defined comprehensive pyramid of interventions addressing the behavioral needs of all students.</b>	Response to Intervention Communities In Schools Power of ICU Grand Central Station Adaptive Behavior Unit Social Skills Training	Disciplinary Consequences Parent Communication Professional Development	Substantial Decrease in Disciplinary Referrals	Principal Assistant Principals Academic Coord. CILT RtI Team Faculty	High School Allotment
<b>Activity 5.2</b> <b>Consistent and equitable management of uniform campus rules which hold all students accountable</b>	Non-negotiables A.C.H.I.E.V.E.	Disciplinary Consequences	Decrease in Disciplinary Referrals, Suspensions, and ISS/AAC Referrals	Principal Assistant Principals Faculty	High School Allotment
<b>Activity 5.3</b> <b>Create a system of rewards to accentuate positive behaviors</b>	Inter-department Competitions Verbal Reinforcement Increased positive Communication Home	Positive Reinforcement Tangible Rewards Recognition	Decrease in Disciplinary Referrals, Suspensions, and ISS/AAC Referrals Increase in Personal And School Pride	Principal Assistant Principals Faculty	High School Allotment Comp. Ed. Funds Local Businesses

## 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
<b>Activity 6.1</b> <b>Establish better communication with parents in regards to student expectations, student achievements, and our district's educational goals</b>	Consistent Communication Adequate Parent Notification Building Fidelity Open House and Scheduled Parent Meetings	Blackboard for Call-out's and Email Power of ICU Teacher/Parent Conferences	Positive Feedback from Parents and Community	All Campus Personnel	Blackboard Skyward District/Campus Website
<b>Activity 6.2</b> <b>Improve public relations by establishing a committee which allows the community and parents an opportunity to provide input into the school program</b>	Student/Parent Surveys	Campus Performance Objective Committee (CPOC) Communities in Schools	Positive Feedback from Parents and Community	All Campus Personnel	Blackboard Email District/Campus Website Survey Monkey
<b>Activity 6.3</b> <b>Establish an active CTE advisory board to promote vocational education and real-life job skills</b>	Stakeholder Relationships	Community Involvement Communities in Schools	Positive Feedback from Parents and Community	Academic Coordinator CTE Faculty	Email Carl Perkins Funds High School Allotment

## 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
<b>Activity 7.1</b> <b>Create a system of communication between departments</b>	CILT Vertical Planning Collaboration of SpEd in Core PLC's Create Grade Level PLC's for Horizontal Planning Inter-Departmental Competitions	Professional Development	Communication Improvement Increased Rigor in the Classroom Increased Test Scores Improved Morale	Principal Academic Coord. Instructional Coaches CILT	Administrative Support
<b>Activity 7.2</b> <b>Set high expectations both academically and behaviorally and celebrate all successes</b>	Six Weeks Honor Roll Recognition Departmental Student of the Month STAAR Recognition and Pep Rally Honors Banquet or Breakfast Numeracy/Literacy Labs	Positive Reinforcement Training in Poverty Instruction/Engagement Individualized Intensive Plans of Instruction	Increase Student Participation and Pride Increased Numbers on Honor Roll Attitude of Pride in Academics	Campus Leadership Team CILT Faculty	Administrative Support Focus Grant Funds
<b>Activity 7.3</b> <b>Improve transitions between middle school and high school and college</b>	Stallions to Mustangs Freshman Orientation Endorsement Fair Dual Credit Fair LSCO Training for TSI	Vertical Planning (HB5) Response to Intervention	Increase Student Participation Greater Enrollment and Success in Dual Credit Programs	Campus Leadership Team CILT Middle School Team	Compass Learning Local Funds Transportation LSCO Team



## 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
<b>Activity 8.1</b> <b>Continue to develop BYOD in the classroom</b>	Direct Instruction Research Skills Communication Skills including Presentation Skills Student Motivation	Flipped Classroom in Advanced Mathematics Classes Expand use of BYOD to Social Studies and LOTE Creation of Professional Communications Classes	Constructive use of Technology in Classroom Students modeling Use of Technology in Classroom Presentations Greater Student Participation and Increased Passing Rates	Principal Academic Coord. Instructional Coaches Librarian CILT Faculty Technology Department	Better Wireless Infrastructure Carl Perkins Funds Student Electronic Devices Title I Funds
<b>Activity 8.2</b> <b>Provide faculty training to be done at appropriate times using hands-on learning</b>	Calculator Training SmartBoard Training Promethean Board Training Flipped Classroom Training Integration Training	Professional Development	Smooth Seamless Integration of Technology in the Classroom	Principal Academic Coord. Instructional Coaches Librarian CILT Faculty	Title I Funds Training Facilitators
<b>Activity 8.3</b> <b>Integrate and utilize existing technology into the classroom</b>	Interactive Whiteboards Classroom Computers Student Motivation Whole Class Instruction Using Internet Resources	Professional Development Odyssey by Compass Learning	Consistent and Relevant Use of Technology Throughout the Campus	Principal Academic Coord. Instructional Coaches Librarian CILT Faculty	Title I Funds Training Facilitators

## 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
<b>Activity 9.1</b> <b>Sufficient training for faculty and staff on emergency procedures including post-emergency activities</b>	Emergency Operations Procedures Monthly Drills Training Staff on Plan	Emergency Operations Plan A.C.H.I.E.V.E. Raptor for Visitors Monthly Fire Drills Shelter-in-Place Drills Severe Weather Drills SRO on duty	Comfort level of Faculty and Staff during drills Safety Drill Log	Principal Asst. Principal Faculty & Staff Safety Resource Officers	Emergency Operations Plan Interagency Cooperation
<b>Activity 9.2</b> <b>Eliminate campus safety hazards</b>	Campus walks	Review Procedures	Elimination of Hazards	Principal Asst. Principal Faculty & Staff Safety Resource Officers	Maintenance Support