

West Orange-Cove CISD
West Orange-Stark Elementary
Campus Improvement Plan



2013-2014

Mission Statement

The mission of West Orange – Stark Elementary School is to provide all students an opportunity to succeed at academics, problem solving and cooperative activities to be engaged in a variety of learning experiences in a safe, supportive, challenging and culturally diverse environment in order to meet the state exemplary criteria.

Vision Statement

Our vision for our campus is to achieve recognized status as defined by the state accountability guidelines and the Adequate Yearly Progress guidelines.

School Motto

WOSE: “**W**here **O**ur **S**tandard Is **E**xcellence”

Theme

“Building a Strong Foundation”

Professional Staff Members

Heather Anderson:	Grade K Teacher/Social Studies CILT Representative
Melissa Stone:	Grade 1 Teacher/ Language Acquisition CILT Representative
Beth Lanclos:	Grade 2 Teacher/ Reading CILT Representative
Camille Franklin:	Grade 3 Teacher/ Lower Math CILT Representative
Susy Balsano:	Grade 4 Teacher/ Upper Math CILT Representative
Karen Ford:	Grade 4 Teacher/ Writing CILT Representative
Katie Kornegay:	Grade 5 Teacher/ Science CILT Representative
Kayla Hoffpauir:	Upper Elementary Math Special Education/ Special Education CILT Representative
Alisa Huckaby	SIT Representative
Kym Franklin:	Literacy Coach
Adena Frazier:	Numeracy Coach
Vickie Price:	Academic Coordinator
Patricia Lee:	Assistant Principal
Aimee Hebert:	Assistant Principal
Beverly Robinson:	Assistant Principal
Anya Miller:	Principal

Community Members

Rev. Dr. Carolyn McCall
Community Member
1103 3rd St Orange, TX 77630
409-883-5611
409-770-7787

Wayne Sparrow
Business Representative
1107 6th St. Orange, TX 77630
409-883-2487
409-988-8664

Sheyrale Moore
Parent Representative
1223 Jayway St Orange, TX 77630
409-9205302

2012-2013 STAAR Data

Level II (Met Satisfactory)

Grade	Math	Reading	Science	Writing
3	45	61		
4	40	44		44
5	69	75	42	

Level III (Commended Percentages)

Grade	Math	Reading	Science	Writing
3	5	6		
4	2	7		3
5	3	5	5	

Accountability

	Index 1 Student Achievement	Index 2 Student Progress	Index 3 Closing Performance Gaps	Index 4 Post Secondary Readiness
Standard	50	30	55	75
Region V	55	31	54	
Elementary	50	37	49	NA

Section 1: 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
<p>1.1.1 ELAR To increase student engagement and learning</p>	<ul style="list-style-type: none"> • Use effective reading comprehension strategies (examples: note taking, inferencing, Kilgo questioning stems ,FCRR(Florida Center for Reading Research), think-pair-share and open ended responses) • Utilization of graphic organizers • Journaling 	<p>KILGO questioning stems FCRR Think/ Pair/Share Open ended questioning</p> <p>Teacher Model- Student Created: Story Maps Webs Charts (literacy charts/ anchor charts) Diagrams</p> <p>Use of foldables Student journals Writer’s Workshop</p>	<p><u>Formative Findings:</u> Formal and informal assessments (formative) AR (Accelerator Reader) test, Istation, progress monitoring, fluency probes.</p> <p><u>Summative Findings:</u> BOY, MOY, EOY (beginning, middle, and end of year) assessments, STAAR assessments, cycle assessments, IStation assessments</p>	<p><u>Reading CILT Representatives:</u> Beth Lanclos Karen Ford Melissa Stone</p> <p><u>Instructional Staff:</u> ELAR teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Literacy Coach:</u> Kym Franklin</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, progress monitoring reports, cycle assessment data, Benchmark BOY,MOY, EOY report, IStation data, Skyward, Eduphoria, STAAR Data, World Wide Web, Revised Curriculum</p>

<p>1.1.2 To close the gap between our scores and the state average</p>	<ul style="list-style-type: none"> Integration of reading and writing Disaggregate data to make data driven decisions 	<p>Revised curriculum Daily 5(Reader's/Writer's Workshop), Istation, Use of Writing Academy at grade 4, Cross Curricular opportunities to write, Annual writing goals for each grade level</p> <p>Eduphoria/ Aware Heat Mapping (Lead4word)</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs as well as pervious data reports and teacher input. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly assessments (formative), AR test, Istation, progress monitoring, fluency probes.</p> <p><u>Summative Findings:</u> Boy, MOY, EOY assessments, STAAR assessments, cycle assessments, Istation assessments</p>	<p><u>Reading CILT Representatives:</u> Beth Lanclos Karen Ford Melissa Stone</p> <p><u>Instructional Staff:</u> ELAR teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Literacy Coach:</u> Kym Franklin</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>RTI Team:</u> Vickie Price Adena Frazier Kym Franklin Anya Miller Aimee Hebert Patricia Lee Beverly Robinson Alisa Huckaby Rhonda Keuck (nurse)</p>	<p>Disaggregated needs assessment data, progress monitoring reports, cycle assessment data, Benchmark BOY,MOY, EOY report, Eduphoria, IStation data, Skyward, STAAR Data</p>
--	--	---	---	---	--

<p>1.1.3 To ensure all students are reading at or above grade level and increase fluency at all grade levels</p>	<ul style="list-style-type: none"> Assessment and student progress monitoring Fluency practice and assessments RTI Smart Objectives Building Great Readers (BGR) 	<p>Daily 5 (embedded in revised curriculum), Revised Curriculum, Accelerated Reader, Incentive parties, Triumphs, iStation, Effective comprehension strategies</p> <p>Community volunteers</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs as well as pervious data reports and teacher input. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly assessments (formative), AR test, Istation, progress monitoring, fluency probes.</p> <p><u>Summative Findings:</u> Boy, MOY, EOY assessments, STAAR assessments, cycle assessments, IStation assessments</p>	<p><u>Reading CILT Representatives:</u> Beth Lanclos Karen Ford Melissa Stone</p> <p><u>Instructional Staff:</u> ELAR teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Literacy Coach:</u> Kym Franklin</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>RTI Team:</u> Vickie Price Adena Frazier Kym Franklin Anya Miller Aimee Hebert Patricia Lee Beverly Robinson Alisa Huckaby Rhonda Keuck (nurse)</p>	<p>Disaggregated needs assessment data, 2012-2013 data, RTI data, progress monitoring reports, cycle assessment data, Benchmark BOY,MOY, EOY report, Eduphoria, IStation data, Skyward, Star (Accelerated Reader Program)</p>
--	---	--	---	---	---

<p>1.1.4 To provide teacher support</p>	<ul style="list-style-type: none"> Staff/ professional development 	<p>PLCs Peer to peer professional development PD360 Instructional support team Modeled lessons Texas Reading Academies(online) Utilization of CILT</p>	<p><u>Implementation Timeline:</u> duration of the school year</p> <p><u>Formative Findings:</u> feedback forms, assessment data, PLC agendas and minutes</p> <p><u>Summative Findings:</u> Assessment Data, Professional Development Surveys, PDAS</p>	<p><u>Reading CILT Representatives:</u> Beth Lanclos Karen Ford Melissa Stone</p> <p><u>Instructional Staff:</u> ELAR teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Literacy Coach:</u> Kym Franklin</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p>Region V</p> <p>Curriculum Writer- Mrs. Love</p>	<p>Disaggregated needs assessment data, progress monitoring reports, 6 Weeks test data, Benchmark BOY,MOY, EOY report, Eduphoria, IStation data, Skyward, Curriculum updates</p>
---	---	--	---	---	--

<p>1.2.1 MATH Increase student engagement and learning</p>	<ul style="list-style-type: none"> Utilize the revised curriculum Utilize problem solving model Provide all students with appropriate manipulatives Opportunity for enrichment Use of journaling 	<p>Mentoring Minds</p> <p>RU BADD Total Physical Response</p> <p>Small group Early finisher activities</p> <p>Student journals Foldables</p>	<p><u>Implementation Timeline:</u> Curriculum, problem solving model, manipulatives, and journals will be available and utilized throughout entire year</p> <p><u>Formative Findings:</u> Formal and informal weekly assessments, progress monitoring</p> <p><u>Summative Findings:</u> BOY, MOY, EOY assessments, STAAR assessments, 6 weeks test, Fluency and automaticity assessments, TMSDS</p>	<p><u>Math CILT Representatives:</u> Camille Franklin Susy Balsano Kayla Hoffpaur</p> <p><u>Instructional Staff:</u> Math Teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Numeracy Coach:</u> Adena Frazier</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, progress monitoring reports, cycle test, Benchmark BOY,MOY, EOY report, Eduphoria, Skyward</p>
<p>1.2.2 Close the gap between our scores and the state average.</p>	<ul style="list-style-type: none"> Use best practices in the classroom Implementation of new TEKS Implementation of RTI process 	<p>Utilize common teaching strategy book Appropriate wait time for student response Creative Mathematics by Kim Sutton</p> <p>Achievement rewards Think Through Math (3-5)</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin by the 3rd week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly assessments,</p>	<p><u>Math CILT Representatives:</u> Camille Franklin Susy Balsano Kayla Hoffpaur</p> <p><u>Instructional Staff:</u> Math Teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Numeracy Coach:</u> Adena Frazier</p>	<p>Disaggregated needs assessment data, progress monitoring reports, cycle assessment data, Benchmark BOY,MOY, EOY report, Eduphoria, Skyward, , Creative Math, Think Through Math data</p>

	<ul style="list-style-type: none"> • Power Standards/ Standard Verbiage • Disaggregate Data • Student self track of goal setting and achievement 	<p>Math Fluency Creative Mathematics</p> <p>Eduphoria/ Aware</p> <p>Lead 4ward</p>	<p>progress monitoring</p> <p><u>Summative Findings:</u> BOY, MOY, EOY assessments, STAAR assessments, cycle assessments, Fluency and automaticity assessments</p>	<p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>RTI Team:</u> Vickie Price Adena Frazier Kym Franklin Anaya Miller Aimee Hebert Patricia Lee Beverly Robinson Alisa Huckaby Rhonda Kueck (Nurse)</p>	
<p>1.2.3 Increase rigor in instruction</p>	<ul style="list-style-type: none"> • Integrate higher order thinking questions • Use best practices in the Classroom • Use Smart Objectives • Performance Task 	<p>KILGO questioning stems (Posters)</p> <p>Use of manipulatives Small group collaboration Journaling Project based learning</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin by the 3rd week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly (formative) assessments, progress monitoring</p>	<p><u>Math CILT Representatives:</u> Camille Franklin Susy Balsano Kayla Hoffpauir</p> <p><u>Instructional Staff:</u> Math Teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Numeracy Coach:</u> Adena Frazier</p>	<p>Disaggregated needs assessment data, progress monitoring reports, data, Benchmark BOY,MOY, EOY report, Eduphoria, Skyward,</p>

			<p><u>Summative Findings:</u> BOY, MOY, EOY assessments, STAAR assessments, cycle test, Fluency and automaticity assessments</p>	<p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	
<p>1.2.4 To provide teacher support</p>	<ul style="list-style-type: none"> Staff/ professional development 	<p>PLCs Peer to peer professional development PD360 Instructional support team Modeled lessons Utilization of CILT NCTM</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin by the 3rd week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly (formative) assessments, progress monitoring</p> <p><u>Summative Findings:</u> BOY, MOY, EOY assessments, STAAR assessments, cycle test, Fluency and automaticity assessments</p>	<p><u>Math CILT Representatives:</u> Camille Franklin Susy Balsano Kayla Hoffpauir</p> <p><u>Instructional Staff:</u> Math Teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Numeracy Coach:</u> Adena Frazier</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>RTI Team:</u> Vickie Price Adena Frazier Kym Franklin Anya Miller Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, progress monitoring reports, 6 Weeks Test data, Benchmark BOY,MOY, EOY report, Eduphoria</p>

				Alisa Huckaby Rhonda Kueck (nurse) Region V	
1.3.1 SCIENCE To increase student engagement and learning	<ul style="list-style-type: none"> Utilize the revised curriculum Journaling Provide hands on labs Formative Assessment Inquiry 	<p>Gateways 5th Science Starter K-5 Explore Learning Gizmos 3-5</p> <p>Student journals Foldables</p> <p>Science labs Aims activities</p> <p>Science Expo and Night</p> <p>Robotics</p> <p>Performance Task</p>	<p><u>Implementation Timeline:</u> Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal (formative) assessments, progress monitoring</p> <p><u>Summative Findings:</u> STAAR assessments, cycle assessments</p>	<p><u>Science CILT Representatives:</u> Katie Kornegay</p> <p><u>Instructional Staff:</u> Science teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Numeracy Coach:</u> Adena Frazier</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	Disaggregated needs assessment data, progress monitoring reports, Cycle assessment data, Eduphoria,
1.3.2 To close the gap between our scores and the state average.	<ul style="list-style-type: none"> Disaggregate data Utilize local resources Use same vocabulary (by grade level) and 	<p>Best practices Journaling Gateways Science Starters Explore Learning Gizmos</p> <p>Eduphoria/Aware Lead4Ward</p>	<p><u>Implementation Timeline:</u> Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p>	<p><u>Science CILT Representatives:</u> Katie Kornegay</p> <p><u>Instructional Staff:</u> Science teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p>	Disaggregated needs assessment data, progress monitoring reports, cycle assessment data, report, Eduphoria, Skyward

	<p>teaching strategies through all the grade levels</p> <ul style="list-style-type: none"> Adequate time for Science instruction K-5 	<p>Shangri La (K-5) Jason Project (4-5)</p> <p>Vocabulary List</p> <p>Master Schedule</p>	<p><u>Formative Findings:</u> Formal and informal (formative) assessments, progress monitoring</p> <p><u>Summative Findings:</u> STAAR assessments, cycle assessments</p>	<p><u>Numeracy Coach:</u> Adena Frazier</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	
<p>1.3.3 To provide teacher support</p>	<ul style="list-style-type: none"> Staff/professional development 	<p>Development and use of PLC Peer to peer professional development PD360 Instructional support team Modeled lessons Utilization of CILT</p> <p>CAST</p> <p>Science Collaborative</p>	<p><u>Implementation Timeline:</u> Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal (formative) assessments, progress monitoring</p> <p><u>Summative Findings:</u> , STAAR Modes, STAAR assessments, cycle assessments</p>	<p><u>Science CILT Representatives:</u> Katie Kornegay</p> <p><u>Instructional Staff:</u> Science teachers</p> <p><u>Academic Coordinator:</u> Vickie Price</p> <p><u>Numeracy Coach:</u> Adena Frazier</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p>Region V</p>	<p>Disaggregated needs assessment data, progress monitoring reports, cycle assessment data, Eduphoria, Skyward,</p>

<p>1.4.1 Student Motivation</p>	<ul style="list-style-type: none"> • Student Goal Setting • Interest/Learning Inventory • Teacher/student feedback/Praise and encouragement daily • Student competitions (example girls vs. boys) • Incentives (pay day, water balloons, etc...) 	<p>PLCs Goal setting charts Surveys Staff professional development</p>	<p><u>Implementation Timeline:</u> August-June</p> <p><u>Formative Findings:</u> Formal and informal (formative) assessments, progress monitoring</p> <p><u>Summative Findings:</u> , STAAR assessments, cycle assessments</p>	<p><u>CILT Representatives:</u> Vickie Price Adena Frazier Kym Franklin Anya Miller Aimee Hebert Patricia Lee Beverly Robinson Alisa Huckaby Heather Anderson Melissa Stone Beth Lanclos Camilla Franklin Susy Balsano Karen Ford Katie Kornegay Kayla Houffpauir</p> <p><u>Instructional Staff:</u> ALL</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, , cycle assessment data, Eduphoria, Skyward</p>
---------------------------------	--	--	--	---	---

Section 2: Student Attendance, College Readiness and Graduation/Dropout Rate

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p>2.1 CARREER AND COLLEGE READINESS/ GRADUATIONS</p> <p>2.1.1 To increase number of commended performances on state assessment and close the gap between campus and state averages.</p>	<ul style="list-style-type: none"> • To increase number of commended performance on state assessment and close the gap between campus and state averages. • Raise rigorous instruction • Strong emphasis on content vocabulary • Increased Walkthroughs 	<p>SMART Board iPads Clickers Computer Labs</p> <p>Revised Curriculum Professional Developments Best Practices</p> <p>Common vocabulary books</p> <p>Lead4ward</p>	<p><u>Formative Findings:</u> Formal and informal weekly assessments, <u>Summative Findings:</u> STAAR data, beginning, middle and end of year benchmarks, six weeks testing Six weeks reporting periods</p>	<p>CILT TEAM</p> <p>Academic Coordinator (Vickie Price) Numeracy Coach(Adena Frazier) Literacy Coach(Kym Franklin)</p> <p>Instructional Staff</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, progress monitoring reports, 6 weeks test, Benchmark BOY, MOY, EOY report, Eduphoria, Istations, Skyward</p>

<p>2.1.2 Built in intervention/extension times</p>	<ul style="list-style-type: none"> • Before/After School Tutorials 	<p>UIL Robotics Think Through Math (3-5) ISTATION Project Based Learning Power Hour</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly assessments, <u>Summative Findings:</u> STAAR data, beginning, middle and end of year benchmarks, cycle testing Cycle reporting periods</p>	<p><u>CILT TEAM</u> Instructional Team Academic Coordinator Numeracy Coach Literacy Coach</p> <p><u>Instructional Staff</u></p> <p><u>RTI TEAM</u> Vickie Price Adena Frazier Kym Franklin Anya Miller Aimee Hebert Patricia Lee Beverly Robinson Alisa Huckaby Rhonda Kueck (nurse)</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>Counselors</u> Alisa Huckaby Rhonda Kueck</p> <p>UIL Staff Robotics Instructors</p>	<p>Disaggregated needs assessment data, progress monitoring reports, Cycle Assessment data, Benchmark BOY, MOY, EOY reports, Eduphoria, Istations, Mater Schedule</p>
--	---	---	---	---	---

<p>2.1.3 Build an educational foundation to support the continuing success of students to meet requirements</p>	<ul style="list-style-type: none"> • Core Subject informational parent/student nights linked to student performances. • College Readiness 	<p>College word of the week/ facts</p> <p>Scheduled college shirt days</p> <p>Career fair day</p> <p>Science Night</p> <p>A STAARY Night</p> <p>Dad's Write</p> <p>Monday Morning Moms</p>	<p><u>Formative Findings:</u> Formal and informal weekly assessments,</p> <p><u>Summative Findings:</u> STAAR data, beginning, middle and end of year benchmarks, six weeks testing Six weeks reporting periods</p>	<p><u>CILT TEAM</u> Instructional Team Academic Coordinator (Vickie Price) Numeracy Coach (Adena Frazier) Literacy Coach (Kym Franklin)</p> <p>Instructional Staff</p> <p><u>RTI TEAM</u> Vickie Price Adena Frazier Kym Franklin Anya Miller Aimee Hebert Patricia Lee Beverly Robinson Alisa Huckaby Rhonda Kueck (nurse)</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p>Counselors UIL Staff Robotics Instructors</p> <p>Instructional Staff</p>	<p>Disaggregated needs assessment data, progress monitoring reports, Cycle Assessment data, Benchmark BOY, MOY, EOY reports, Eduphoria, Istations, Skyward</p>
---	---	--	---	--	--

<p>2.2 ATTENDANCE/ DROP OUT RATE</p> <p>2.2.1 Improve student attendance</p>	<ul style="list-style-type: none"> Track excessive absences and tardies Attendance committee 	<p>System call out for absentees daily Letters sent at three unexcused absences Fourth unexcused absence charges filed Ninety percent rule followed for students leaving early without</p>	<p><u>Implementation Timeline:</u> Intervention groups/tutorials begin the 3rd to 4th week of school. Needs assessment testing begins the first full week and the data determines students' needs. Group adjustments are made based upon data.</p> <p><u>Formative Findings:</u> Formal and informal weekly assessments, <u>Summative Findings:</u> STAAR data, beginning, middle and end of year benchmarks, cycle testing cycle reporting periods</p>	<p>Attendance Staff</p> <p>Counselors Alisa Huckaby Rhonda Kueck</p> <p>Community Liaison</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, progress monitoring reports, Cycle assessment data, Benchmark BOY, MOY, EOY report, Eduphoria, Istations, Skyward PEIMS Skyward Awards Court System</p>
--	--	--	---	--	---

<p>2.2.2 Meet or exceed State attendance rate</p>	<ul style="list-style-type: none"> Incentives for attendance 		<p><u>Formative Findings:</u> Formal and informal weekly assessments, <u>Summative Findings:</u> STAAR data, beginning, middle and end of year benchmarks, six weeks testing Six weeks reporting periods</p>	<p>CILT TEAM</p> <p><u>Counselors</u> Alisa Huckaby Rhonda Kueck</p> <p><u>Attendance Staff</u></p> <p><u>Community Liaison</u></p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Disaggregated needs assessment data, progress monitoring reports, cycle assessment data, Benchmark BOY, MOY, EOY report, Eduphoria, Skyward PEIMS Skyward Awards Court System</p>
<p>2.2.3 Provide student residency questionnaire to homeless families or those who have changes in living arrangements</p>	<ul style="list-style-type: none"> Updated enrolment pack 		<p>First 2 weeks of school</p>	<p><u>Counselors</u> Alisa Huckaby Rhonda Kueck</p> <p><u>Attendance Staff</u></p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Enrollment Pack PEIMS Skyward</p>

Section 3 Safe, Secure, and Orderly Environment

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
<p>3.1.1 Provide a safe and effective learning environment</p>	<ul style="list-style-type: none"> • Implement District Intervention • Decrease classroom disruptions • Decrease discipline referrals 	<p>CHAMPS</p> <p>Raptor for Visitors</p>	<p>Progress monitoring each cycle</p> <p>CHAMPS Team meetings</p> <p>Reduction in the amount of referrals, students assigned ISS and number of suspensions</p> <p>Increase in grades and assessment scores</p>	<p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>Staff</u></p> <p><u>CHAMPS Team</u></p>	<p>Mustang Grams Star Notices PEIMS Skyward Discipline Reports Eduphoria</p>
<p>3.1.2 Implement district prevention plan</p>	<ul style="list-style-type: none"> • Train staff in crisis prevention 		<p>CHAMPS and RTI Meetings, Student behavior reports</p>	<p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p> <p><u>Staff</u></p> <p><u>CHAMPS Team</u></p>	<p>Mustang Grams Star Notices PEIMS Skyward Discipline Reports Eduphoria</p>
<p>3.1.3 Periodic practice of emergency procedures</p>	<ul style="list-style-type: none"> • Safety and training 	<p>Fire drills Lock down drills Severe weather drills</p>	<p>CHAMPS Team meetings</p> <p>Log</p>	<p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>Procedures, training</p>

<p>4.1.2 Increase involvement of non-English speaking parents</p>	<ul style="list-style-type: none"> • Translation of school literature and meetings 	<p>Translator provided at meetings Translation of school literature (letters, posters, etc)</p>		<p>CILT TEAM</p> <p>Academic Coordinator (Vickie Price) Numeracy Coach (Adena Frazier) Literacy Coach (Kym Franklin)</p> <p>Instructional Staff</p> <p>Doris Hudson</p> <p><u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson</p>	<p>District website Campus website Staff website</p>
---	---	---	--	---	--

Section 5: West Orange-Stark Elementary will provide appropriate instruction to all general education, English language, special education and gifted learners.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
5.1.1 Language acquisition	<ul style="list-style-type: none"> Utilize ELPS proficiency standards 	ESL Training Monitor population to ensure appropriate services	One level per year of growth(ESL)	ESL Teachers Counselors Instructional Staff CILT Member (Melissa Stone)	Staff development for instructional staff that have ELL students in ELPS Region V Service Center Skyward
5.1.2 Align special education curriculum with regular education curriculum	<ul style="list-style-type: none"> Utilize inclusion to insure least restrictive environment Initiate collaborative process between special education and general education teachers to facilitate intentional ongoing planning for students with special needs Collaboration between related service providers, 	Professional Development		ESL Special Teachers Counselors Diagnostician Instructional Staff Academic Coordinator (Vickie Price) CILT Member (Kayla Hoffpauir) <u>Administration:</u> Anya Miller Aimee Hebert Patricia Lee Beverly Robinson Occupational	Staff development for instructional staff Eduphoria New curriculum for ELA/Reading and Math Special Education Manager Region V Service Center Skyward

	general and special education teachers			Therapists Physical Therapists	
5.1.3 G.T students receive instruction in the regular classroom with a certified GT teacher	<ul style="list-style-type: none"> • Student Identification • Increase number of GT certified teachers 	Cluster groups Project based learning	<p>One level per year of growth(ESL)</p> <p>Increase the number of teachers GT certified</p> <ul style="list-style-type: none"> • Increase amount of collaboration with teachers and students • Evidence of rigor in curriculum • GT students will show academic growth 	<p>ESL Special Teachers Counselors Instructional Staff GT Staff</p> <p>GT committee UIL staff</p> <p>Academic Coordinator (Vickie Price)</p> <p>Robotics Coaches</p>	<p>GT Action Plan Eduphoria New curriculum for ELA/Reading and Math Region V Service Center Skyward Eduphoria</p>
5.1.4 WOSE has adopted CATCH as their Coordinated School Health Program (CSH)	<ul style="list-style-type: none"> • Integrate Health TEKS within core curriculum and physical education • Campus-wide implementation of the CSH components • Involvement in School Health Advisory Council 			<p>SHAC</p> <p>Instructional Staff</p>	<p>Region V Service Center Fitnessgram</p>

Section 6: West Orange-Stark Elementary students will develop technology skills that promote their own learning.

Objective	Program Components or Systems Targeted	Research Based Strategies, Initiatives, and Redesign	Evidence of Change to Guide Decision Making	Person (s) Responsible	Resources Required
6.1.1 Integrate Technology into instruction in all core subjects		<ul style="list-style-type: none"> • Schedule staff development for new technologies including implementation of technology use for special populations • Utilize computer labs and classroom computers • Robotics • Computer based assessments 	<ul style="list-style-type: none"> • Walkthroughs that reflect evidence of use of technology • Sign-in sheets of professional development • Evidence of engaged students 	CILT Instructional Staff Academic Coordinator Literacy Coach Numeracy Coach Librarian Technology Committee	Technology