

School Improvement Plan (SIP)



LEA Name: West Orange-Cove CISD	Campus Name: West Orange-Stark Middle School
CDN: 181906	Campus Number: 041
Date: 9/22/2011	Date SIP was Approved by Local Board: 9/26/2011

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

Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).

1) Math-All Students, 2) Math-Economically Disadvantaged, 3) Science-All Students, 4) Science-African American

Section II: Process for Evaluating Progress Toward Meeting Performance Standards

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

Released Taks, Six-weeks Benchmark Assessments, Eduphoria AWARE is utilized to disaggregate data and compile information for teachers and administrators to utilize toward decision making.

Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Instruction	Data Driven Instructional Decisions	Activity 1.1.1 Close the gap between current literacy scores (reading and writing) and the state average.	Integration of reading and writing literacy. Increased implementation of research-based strategies including small groups, centers, one-on-one student conferencing, intervention, feedback. Increased opportunities for teacher to teach lesson in small group, provide intervention in small group, as well as provide one-on-one conferencing and assessment with students.	Increased opportunities for teacher to teach lesson in small group, provide intervention in small group, as well as provide one-on-one conferencing and assessment with students.	Daily 5 and CAFÉ books Principal and Teacher Staff Development Title I Budget Region 4 Scope and Sequence District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal: Anthony Moten Academic Coordinator: Kathy Fuqua Literacy Coach Teachers
TAKS	Instruction	Monitoring / Evaluation of Quality	Activity 1.1.2 Monitor student comprehension and fluency for consistent increase in student performance	Creation of individual student intervention plans as well as action plans to support student learning when not meeting standards.	Increased opportunities for students to participate in formative assessment as well as formalized assessment that indicates student growth and mastery of specific objectives; opportunities for teachers to identify areas not mastered to re-teach and/or provide intervention.	Daily 5 and CAFÉ books Principal and Teacher Staff Development Title I Budget Region 4 Scope and Sequence District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal: Anthony Moten Academic Coordinator: Kathy Fuqua Literacy Coach Teachers

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TAKS	Instruction	Instructional Processes / Pedagogy	Activity 1.1.3 Instructional support to teachers through coaching, modeling, and staff development	Direct support from literacy coach and academic coordinator. Support from campus-based CILT ELA/R representative.	Increased sharing of ideas among teachers yielding collaborative planning and implementation of best practices. Increased implementation of rigorous instruction	Direct support from literacy coach and academic coordinator Support from campus-based CILT ELA/R representative James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Literacy Coach CILT and Teachers
TAKS	Instruction	Data Driven Instructional Decisions	Activity 1.2.1 Close the gap between our current math scores and the state average.	Change in the manner in which teachers provide instruction to students – evidence of increased student performance.	Increased implementation of research-based strategies including high level demand tasks, small groups, centers, use of manipulatives, one-on-one student conferencing, intervention, feedback.	Benchmark & Diagnostic Assessment – Region 4 Curriculum Based Assessments (CBAs) and Measuring Up Insight District Budget Instructional Materials Allotment James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Math Coach CILT and Teachers
TAKS	Instruction	Monitoring / Evaluation of Quality	Activity 1.2.2 Monitor student performance for mastery of specific objectives	Creation of individual student intervention plans as well as action plans to support student learning when not meeting standards.	Increased opportunities for students to participate in formative assessment as well as formalized assessment that indicates student growth and mastery of specific objectives; opportunities for teachers to identify areas not mastered to re-teach and/or provide intervention	Benchmark & Diagnostic Assessment Region 4 Curriculum Based Assessments (CBAs) and Measuring Up Insight District Budget Instructional Materials Allotment James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Math Coach CILT and Teachers
TAKS	Instruction	Instructional Processes / Pedagogy	Activity 1.2.3 Instructional support to teachers through coaching, modeling, and staff development	Staff Development. Direct support from literacy coach, numeracy coach, and academic coordinator. Support from campus-based CILT ELA/R representative.	Increased sharing of ideas among teachers yielding collaborative planning and implementation of best practices. Increased implementation of rigorous instruction	Principal and Teacher Staff Development District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Math Coach CILT and Teachers

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TAKS	Instruction	Data Driven Instructional Decisions	Activity 1.3.1 Close the gap between our current science scores and the state average	Change in the manner in which teachers provide instruction to students – evidence of increased student performance.	Increase implementation of research-based strategies including 5E lesson model, hands-on lab investigations, cooperative reading strategies, use of science notebooks, problem-solving activities; and questioning that promotes inquiry based discussion.	Gateways to Science Region 4 Materials District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Science CILT Teachers
TAKS	Instruction	Monitoring / Evaluation of Quality	Activity 1.3.2 The Instructional Coaches, administrative team will facilitate and monitor effective staff development through PLC meetings, faculty meetings, dept. chair meetings, in addition to on-site staff development to increase the rigor and relevance of classroom instruction.	PLC model, Early Release Staff Development Days and Campus Information	Walkthrough data, lesson advancing rigor and relevance and increased levels of student engagement	Classroom Instruction That Works Manual Kilgo Research templates ESC V Support Center Administrative Team
TAKS	Instruction	Instructional Leadership, Monitoring, and Supervision	Activity 1.3.3 WOSMS will impliment and utilize the position of a Numeracy Coach to support mathematical strategies for improving hands-on learning processes in the classroom.	Manipulatives, rubrics and problem-based learning	Improved academic growth in math students with benchmarks showing advanced growth and development	Profesional development PLC & plan of implementation Janna Smith ESC V math consultant Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Numeracy Coach: Robbie Batson
TAKS	Instruction	Rigorous and Relevant	Activity 1.4 Increase rigor of instruction as well as provide specific support for transitions of assessment from TAKS to STAAR	Assessment and Student Progress Monitoring	Teachers will modify instruction to align with updated standards and expectations for STAAR assessment.	Teacher/Principal Training Grant Instructional Materials District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Numeracy & Literacy Coaches CILT and Teachers
TAKS	Instruction	Collaborative Planning	Activity 1.5 WOSMS staff will collaborate with the district to develop aligned curriculum and assessment every 6 weeks.	District Scope & Sequence Eduphoria Software	Continuous improvement in benchmark data, increased levels of academic success for all student groups	Region 4 scope and sequence, curriculum writers Dr. S. Martinez – Assistant Superintendent of Curriculum and Instruction Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua
TAKS	Instruction	Technology Integration	Activity 1.6 Instructional coaches will use the Eduphoria to evaluate instruction through the use of on-line walkthrough and other data tools of support for professional growth.	Informal and formal data, instructional support	Continuous improvement in student academic growth	Eduphoria software Literacy Coach Numeracy Coach
TAKS	Instruction	Targeted Professional Development (PD) with Support	Activity 1.7 WOSMS will assign faculty to professional development focused on scientifically-based and researched instructional practices in the areas of Math and Science.	Scientifically-based research strategies and instructional practices	Instructional practice that increases student engagement	Resources to be identified Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua, Campus Instructional Leadership Team members

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TAKS	Instruction	Data Driven Instructional Decisions	Activity 1.8 WOSMS staff will use the Kilgo Research Model to identify area(s) of academic need.	AEIS data for WOSMS, data summary reports, core academic goals, benchmark & TAKS release test results	Continuous improvement in benchmark data	Title II Funds Professional development Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua
Completion	Behavior_Social_Skills	Truancy Prevention	Activity 2.1.1 Increase student attendance	District and community-wide campaign effort to increase student attendance including collaboration amongst district, campus, and community (local precincts)	Identification and recovery of students needing support and follow-up to return to and attend school. Increased student attendance.	Parental Involvement Community Liaison Committee Groups meeting regularly Title I Budget District Budget James Colbert, Superintendent Dr. Silvia E. Martinez,
Completion	Behavior_Social_Skills	Truancy Prevention	Activity 2.1.2 Active participation of attendance committee on each campus to ensure analysis of student attendance data and action plan for increased student attendance	Organization and Management of Student Attendance	Increased student attendance.	Parental Involvement Community Liaison Committee Groups meeting regularly Title I Budget District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Rachel Stephens, PEIMS Coordinator Paul Thomas, III Community Liaison Campus Principals
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Activity 2.2.1 Increase student College Readiness	Increase use of best practices for delivery and instruction of rigorous curriculum yielding commended performance in student assessment	Increased student commended performance on STAAR assessment. Problem-based learning, hands-on and relevant learning experiences in the areas of math and science. Increased student participation in science, math and engineering paths of study, elevating the level of rigor in our curriculum, improve the problem-based learning approach for all students	Title I Budget NAF professional development and on-site training. 3 – 5 year intervention plan Carl Perkins Grant District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Numeracy & Literacy Coaches CILT and Teachers
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Activity 2.2.2 Increase commended performance on STAAR assessments by providing rigorous instruction to students	Increased implementation of rigorous instruction. Staff Development. Walk-Throughs, Teacher Coaching, and Feedback	Increased student commended performance on STAAR assessment	Teacher and Principal Training Grant Instructional Materials Allotment District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Campus Principal:Anthony Moten Academic Coordinator: Kathy Fuqua Numeracy & Literacy Coaches CILT and Teachers

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Dropout	Other_Dropout	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Activity 2.3.1 Increase graduation rate by increasing accuracy when tracking status of each cohort. Intervene as early as possible. Provide opportunities for credit recovery	Establishment of Graduation Task Force	Increase graduation rate	District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Rachel Stephens, PEIMS Coordinator Paul Thomas, III Community Liaison Campus Principals Counselors
Completion	Other_Completion	Other High School Completion and Success Initiatives as Approved by the Commissioner of Education	Activity 2.4 WOSMS will develop mentorship opportunities for students with faculty, staff and community supporters to address the needs of students from monitor group, as specified by the RTI committee.	Relationship and openness to student academic and behavioral needs	Improved attendance, grades and general attitudes towards school in struggling students	Peer mediation and student advocacy training Campus Principal:Anthony Moten Paul Thomas - Community & Schools Liaison
TAKS	Culture_Climate	Safe and Orderly School with Effective Discipline Management	Activity 3.1 Maintain policies, campus plans, and strategies to address a positive, productive, learning environment on all campuses.	Student Discipline and Behavior ManagementSafe and Civil Schools . CHAMPS strategies to develop behavior management strategies, learn effective classroom management strategies, implement school-wide positive behavior support and response to intervention	Opportunities for students to learn in a safe and orderly environment.	Title I Budget District Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Anitrea Goodwin, Executive Director of Human Resources Melinda James, Executive Director of Finance Campus Principal:Anthony Moten
TAKS	Parents_Community	Parent Involvement	4.1.1 Parent Advisory Council and Parent Workshops	Parental Involvement & Communication with Parents	Increased collaboration and participation on behalf of the parents and district, campus groups/representatives.	Title I Budget District Budget Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Paul Thomas, III Community Liaison Campus Principal:Anthony Moten
TAKS	Parents_Community	Community Involvement / Partnerships	Activity 4.1.2 Increase community partnerships	Community InvolvementCollaboration with community groups increase exposure to district programs and interest in partnering with district initiatives	Increased support from communities and businesses in the manner of visits, exposure, and mentoring of students at campuses as well as expansion of initiatives and projects	Community Resources and Support West Orange-Cove CISD Education Foundation Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Paul Thomas, III Community Liaison Campus Principal:Anthony Moten

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Student_Support	Response to Interventions (RTI)	Activity 5.1 Increase the identification of individual student needs and create individual interventions and action plans for students through the RTI process	RTI Teaming at the campus level to include Executive and Intervention committees	Decreased SPED representation rate (< 8.5%)	Committee Staffing Committee Training District Budget Title I Budget Special Education Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Dr. Brant Graham Director of Special Education Campus Principals
TAKS	Instruction	Rigorous and Relevant	Activity 5.2.1 Increase the SPED STAAR passing rates for Reading and Science	Provide relevant and rigorous TEKS correlated instruction	Increased SPED student passing rates (Reading > 70%, Science >60%)	Teacher training District Budget Title I Budget Special Education Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Dr. Brant Graham Director of Special Education Campus Principal:Anthony Moten

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TAKS	Instruction	Ongoing Monitoring of Instruction by Administrators	Activity 5.2.2 Increase the number of SPED students receiving services in Less Restrictive Environments.	Services provided to SPED students should occur in the least restrictive environment appropriate to the student needs	Increased rate of students served in settings 40/41 (>16% ages 3-5, >40% ages 6-11, > 65% ages 12-21)	ARD Committee training District Budget Title I Budget Special Education Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Dr. Brant Graham Director of Special Education Campus Principal:Anthony Moten
TAKS	Culture_Climate	Positive Behavioral Support	Activity 5.2.3 Decrease the ratio of discretionary Out of School Suspensions between SPED and GenEd students	Audit historical disciplinary decision making to identify trends	Decreased rate of difference (<6%) between student populations	Assistant Principal Training District Budget Title I Budget Special Education Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Dr. Brant Graham Director of Special Education Campus Principal:Anthony Moten
TAKS	Other	Effectiveness of Programs for At-Risk Students / Students with Special Needs	Activity 5.3 LEP Monitor Emerging LEP Programs and Populations to ensure appropriate services	Continuation of appropriate identification, processing, placement, and monitoring of LEP student population	Continued compliance with 19 TAC Chapter 89	ELPs Training District Budget Title I Budget James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Dr. Brant Graham Director of Special Education Campus Principal:Anthony Moten

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TAKS	Student_Support	Effective Intervention Strategies	Activity 5.4.1 CTE Increase the completion rate for both male and female students enrolled in nontraditional courses	Increased sharing of ideas among teachers yielding collaborative planning and implementation of best practices. Increased implementation of gender relevant instruction.	Increased rate of completion (>40% males >35% males) as noted by TEA in the 2012 PBMAS report.	Teacher/Counselor Training District Budget Title I Budget Carl Perkins James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Teacher/Counselor Training Acct. Academic Coordinator: Kathy Fuqua
TAKS	Student_Support	Response to Interventions (RTI)	Activity 5.4.2 CTE Increase the RHSP/DAP diploma rate	Provide RTI systems that are relevant to this student population	Increased diploma rate (>70%)	Committee Training Teacher/Counselor Training District Budget Title I Budget Carl Perkins James Colbert, Superintendent Dr. Silvia E. Martinez, Asst. Supt., C&I Dr. Wayne Guidry, Director of Federal Programs, Testing & Acct. Dr. Brant Graham Director of Special Education Campus Principal:Anthony Moten