

**NOTICE OF REGULAR
State of Texas
County of Orange
West Orange-Cove Consolidated ISD
Board Members may participate by telephone
and/or video conferencing**

**September 28, 2020
6:00 PM**

Notice is hereby given of a Regular of the Board of Trustees of the West Orange-Cove CISD, to be held on September 28, 2020, at 6:00 PM—**In light of the COVID-19 pandemic and related issues, this meeting shall be held only by video conferencing and/or telephone.**

Vision Statement:

Empowering lives through excellence every day.

District Goals:

Goal 1: WOCCISD believes that student success is measured in many ways.

Goal 2: WOCCISD will afford every student the opportunity to graduate college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation.

Goal 3: WOCCISD will be good stewards of the taxpayer’s funds.

Goal 4: District facilities will be maintained in a manner that extends the functional life of all buildings and equipment.

Goal 5: Community Relations: WOCCISD believes in positive, accurate, and open communications throughout the district.

Goal 6: WOCCISD believes in improvement that is intentional, systemic, and enduring.

- I. **Routine Business**
 - A. Call to Order
 - B. Invocation
 - C. Pledge of Allegiance
 - D. Certification of Notice
- II. **Audience with Patrons (limited to 5 minutes per patron)**

Persons wishing to participate in this portion of the meeting reserved for that purpose were required to sign up as they arrive and to indicate the topic about which they wish to speak.
- III. **Consent Agenda Items:**
 - A. Consider Approval of Budget Amendments 4
- IV. **Policy Item: (Goal 6)**
 - A. Action Item:
 - 1. Consider approval to name the new weight room the Cornel Thompson Strength and Conditioning Center
 - 2. Consider approval of the 2020-2021 T-TESS appraiser list 6

V.	Finance	
	A. Information/Discussion Items: (Goal 3)	
	1. Financial Statements	7
	a. Operating Statements (General, Food Service, Debt Service)	8
	b. Check Register	
	c. Investment Report	13
	d. Tax Collections	15
	2. Head Start Financials	17
VI.	Instruction (Goal 1 & 2)	
	A. Information/Discussion Items:	
	1. Head Start Directors Report	19
	2. Instructional Focus	
	3. District Improvement Plan 2020-2021	20
	4. Campus Improvement Plans	
	a. North Early Learning Center Campus Improvement Plan 2020-2021	83
	b. Elementary Campus Improvement Plan 2020-2021	106
	c. Middle School Campus Improvement Plan 2020-2021	151
	d. High School Campus Improvement Plan 2020-2021	189
	B. Action Items:	
	1. Consider Approval to only offer virtual learning to students with a documented underlying health condition, COVID positive, or COVID positive close contact	
	2. Consider approval of the TEA waiver for missed days of instruction due to Hurricane Laura	228
	3. Consider approval of the resolution to pay teachers their full salaries though they are working less than their 187 contracted days	230
	4. Consider approving Governance, Leadership, and Oversight Capacity Screener	232
VII.	Staffing Report (Goal 6)	
	A. Certification Analysis	
VIII.	The open session of the meeting will adjourn. The Board of Trustees will reconvene in closed session for the following purposes.	
	A. Discussion for the purpose of a private consultation with the Board's Attorney on any or all subjects or matters authorized by law.(Tex.Govt.Code 551.071)	
	1. Consider legal advice regarding renewals, non-renewals and terminations of contracts for professional and non-professional personnel and related actions.	
	2. Consider legal advice regarding items specifically listed on the agenda.	
	B. Teachers and Administrators (Tex.Gov't Code 551.074)	
	1. Discussion of Selection/Employment	
	2. Discussion of Evaluation	
	3. Reassignment and Resignations	
	4. Duties	
	5. Discipline	
	6. Discussion of Termination	
	7. Consider renewals, non-renewals and terminations of contracts for	

- professional and non-professional personnel and related actions.
 - 8. Consider activation of an emergency permit for a classroom teacher
 - 9. Evaluation of Superintendent
 - C. Discussion of Discipline of Students (Tex.Govt. Code 551.082)
 - D. Discuss other matters as authorized by (Tex.Govt.Code 551.071-551.084)
 - E. Paraprofessional, Support Staff, and Personnel (Tex. Govt. Code 551.074)
 - 1. Consider hiring of professional personnel
 - IX. **The Board of Trustees will reconvene in open session for action to be taken on items discussed in closed session and open session items.**
 - X. **Personnel (Dr. Nina LeBlanc)**
 - A. **Action Item: (Goal 6)**
 - 1. Consider approval of contractual staff
 - XI. **Adjourn**
- #boldsubject#

All final votes, actions, or decisions shall be taken or made in Open Session.

This notice was posted and filed in compliance with the Open Meetings Law on .

Rickie Harris,
Superintendent



WEST ORANGE – COVE CISD

902 W. Park Ave., P.O. Box 1107

Orange, Texas 77630

Phone: 409.882.5600 Fax: 409.882.5467

BOARD DOCUMENT

MEETING DATE: September 28, 2020

AGENDA ITEM: Consider Approval of Budget Amendments

Attached are the posted budget amendments for your review. These budget amendments allocate funds that are not in the adopted budget.

If members of the Board of Trustees have questions regarding any of these budget amendments, we request that they contact our office prior to the Board meeting so that we may have detailed answers to any questions during or before the meeting.

Rickie Harris
Rickie Harris
Superintendent

Robin Hataway
Robin Hataway
Chief Financial Officer

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
20-00039	Football scoreboard - Hurricane Laura	2020-2021	09/09/2020	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Football scoreboard - Hurricane Laura	199 E 51 8913 HL 869 0 99 750		09/09/2020	320,000.00	0.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
20-00040	Football Stadium Tower Lighting - Laura	2020-2021	09/10/2020	Activate	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Football scoreboard - Hurricane Laura	199 E 51 8913 HL 869 0 99 750		09/10/2020	31,250.00	0.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
20-00041	Hurricane Laura Damages	2020-2021	09/10/2020	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>QUICK KEY</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		Breaker for Career Center	199 E 51 8913 HL 981 0 99 781		09/10/2020	450.00	0.00
2		Plumbing for chiller pad	199 E 51 8913 HL 981 0 99 781		09/10/2020	690.41	0.00
3		Refrigerator for athletics	199 E 51 8913 HL 869 0 99 750		09/10/2020	790.00	0.00
					TOTALS	1,930.41	0.00

***** End of report *****



WEST ORANGE – COVE CISD

Human Resources

902 W. Park

Orange, TX 77630

Phone: 409.882.5610 Fax: 409.882.5470

TO: Board of Trustees
FROM: Dr. Nina LeBlanc, Deputy Superintendent
DATE: September 28, 2020
SUBJECT: 2020-2021 T-TESS Appraisers

Please consider approval of the following T-TESS appraiser for West Orange-Cove CISD:

Darcus Cook

Literacy Coach

WOS Middle School



WEST ORANGE – COVE CISD

902 W. Park Ave., P.O. Box 1107

Orange, Texas 77630

Phone: 409.882.5600 Fax: 409.882.5467

BOARD DOCUMENT

MEETING DATE: September 28, 2020

AGENDA ITEM: Financial Statements for Information

Financial Statements as of August 2020, for the General Operating, Food Service, and Debt Service Funds are attached for your review. These statements are designed to provide information regarding the financial status of the district to the Board of Trustees.

If members of the Board of Trustees have questions regarding the financial statements, we request that they contact our office prior to the Board meeting so that we may have detailed answers to any questions during or before the meeting.

Rickie Harris
Dr. Rickie Harris
Superintendent

Robin Hataway
Robin Hataway
Chief Financial Officer

FC	OBJ	OBJ	2020-21 Original Budget	2020-21 Revised Budget	2020-21 FYTD Activity	2019-20 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	19,806,750	19,806,750	195,425	278,918
00	58--	STATE PROGRAM REVENUES	5,974,911	5,974,911	931,811	1,807,152
00	59--	FEDERAL PROGRAM REVENUES	450,000	450,000	79,829	55,341
00	----	NO FUNCTION	26,231,661	26,231,661	1,207,065	2,141,411
11		INSTRUCTION				
11	61--	PAYROLL COSTS-TEACHERS & OTHER	12,449,111	12,404,311	351,913	391,833
11	62--	PURCHASE & CONTRACTED SVS	616,102	616,102	27,000	36,122
11	63--	SUPPLIES AND MATERIALS	252,275	276,006	25,215	37,619
11	64--	OTHER OPERATING EXPENSES	68,660	68,660	1,767	4,167
11	----	INSTRUCTION	13,386,148	13,365,079	405,895	469,741
12		LIBRARY				
12	61--	PAYROLL COSTS-TEACHERS & OTHER	230,999	230,999	11,623	14,492
12	62--	PURCHASE & CONTRACTED SVS	6,150	6,150	0	5,504
12	63--	SUPPLIES AND MATERIALS	8,500	8,500	0	0
12	----	LIBRARY	245,649	245,649	11,623	19,996
13		CURRIC & INSTR DEVELOPMENT				
13	61--	PAYROLL COSTS-TEACHERS & OTHER	216,135	216,135	29,621	30,826
13	62--	PURCHASE & CONTRACTED SVS	43,500	74,500	1,200	1,195
13	63--	SUPPLIES AND MATERIALS	3,500	3,500	674	0
13	64--	OTHER OPERATING EXPENSES	45,250	45,250	855	7,913
13	----	CURRIC & INSTR DEVELOPMENT	308,385	339,385	32,350	39,934
21		INSTRUCTIONAL ADMINISTRATION				
21	61--	PAYROLL COSTS-TEACHERS & OTHER	595,760	595,760	94,606	90,416
21	62--	PURCHASE & CONTRACTED SVS	2,750	2,750	0	353
21	63--	SUPPLIES AND MATERIALS	6,000	5,997	30	130
21	64--	OTHER OPERATING EXPENSES	16,490	16,493	793	486
21	----	INSTRUCTIONAL ADMINISTRATION	621,000	621,000	95,429	91,385
23		SCHOOL ADMINISTRATION				
23	61--	PAYROLL COSTS-TEACHERS & OTHER	1,334,977	1,334,977	115,548	100,782
23	62--	PURCHASE & CONTRACTED SVS	15,000	15,000	0	1,483
23	63--	SUPPLIES AND MATERIALS	13,300	13,300	1,972	3,376
23	64--	OTHER OPERATING EXPENSES	16,440	16,440	0	486
23	----	SCHOOL ADMINISTRATION	1,379,717	1,379,717	117,520	106,127
31		GUIDANCE AND COUNSELING SVS				
31	61--	PAYROLL COSTS-TEACHERS & OTHER	445,985	445,985	13,027	20,562
31	62--	PURCHASE & CONTRACTED SVS	60,250	60,250	0	711
31	63--	SUPPLIES AND MATERIALS	4,300	4,300	0	1,642

FC	OBJ	OBJ	2020-21 Original Budget	2020-21 Revised Budget	2020-21 FYTD Activity	2019-20 FYTD Activity
31		GUIDANCE AND COUNSELING SVS				
31	----	GUIDANCE AND COUNSELING SVS	510,535	510,535	13,027	22,915
32		SOCIAL WORK SERVICES				
32	61--	PAYROLL COSTS-TEACHERS & OTHER	23,178	23,178	713	1,352
32	----	SOCIAL WORK SERVICES	23,178	23,178	713	1,352
33		HEALTH SERVICES				
33	61--	PAYROLL COSTS-TEACHERS & OTHER	112,179	112,179	4,817	6,311
33	62--	PURCHASE & CONTRACTED SVS	40,500	40,500	0	475
33	63--	SUPPLIES AND MATERIALS	11,500	31,500	0	1,390
33	----	HEALTH SERVICES	164,179	184,179	4,817	8,176
34		PUPIL TRANSPORTATION				
34	61--	PAYROLL COSTS-TEACHERS & OTHER	1,151,044	1,149,032	54,901	60,527
34	62--	PURCHASE & CONTRACTED SVS	55,500	55,680	180	33,548
34	63--	SUPPLIES AND MATERIALS	259,000	259,000	6,739	2,628
34	64--	OTHER OPERATING EXPENSES	64,588	66,600	-1,500	117
34	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	150,000	150,000	0	0
34	----	PUPIL TRANSPORTATION	1,680,132	1,680,312	60,320	96,820
36		CO-CURR/EXTRA CURR ACTIVITIES				
36	61--	PAYROLL COSTS-TEACHERS & OTHER	508,742	508,742	38,530	41,080
36	62--	PURCHASE & CONTRACTED SVS	70,400	70,400	50	12,062
36	63--	SUPPLIES AND MATERIALS	83,410	88,617	5,151	14,503
36	64--	OTHER OPERATING EXPENSES	104,043	104,043	30,882	25,504
36	----	CO-CURR/EXTRA CURR ACTIVITIES	766,595	771,802	74,613	93,149
41		GENERAL ADMINISTRATION				
41	61--	PAYROLL COSTS-TEACHERS & OTHER	967,961	967,961	144,547	157,553
41	62--	PURCHASE & CONTRACTED SVS	300,950	308,500	16,769	12,525
41	63--	SUPPLIES AND MATERIALS	92,500	97,023	6,781	42,558
41	64--	OTHER OPERATING EXPENSES	206,613	201,598	7,315	17,174
41	----	GENERAL ADMINISTRATION	1,568,024	1,575,082	175,412	229,810
51		PLANT MAINTENANCE & OPERATION				
51	61--	PAYROLL COSTS-TEACHERS & OTHER	1,689,851	1,689,851	259,699	242,035
51	62--	PURCHASE & CONTRACTED SVS	1,162,276	1,196,527	181,166	352,779
51	63--	SUPPLIES AND MATERIALS	293,000	324,185	38,385	22,991
51	64--	OTHER OPERATING EXPENSES	697,902	699,272	4,929	5,037
51	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	150,000	160,078	-196,895	741,680
51	----	PLANT MAINTENANCE & OPERATION	3,993,029	4,069,913	287,284	1,364,522

FC	OBJ	OBJ	2020-21 Original Budget	2020-21 Revised Budget	2020-21 FYTD Activity	2019-20 FYTD Activity
52		SECURITY & MONITORING SERVICES				
52	61--	PAYROLL COSTS-TEACHERS & OTHER	301,862	301,862	25,933	6,622
52	62--	PURCHASE & CONTRACTED SVS	55,000	54,828	0	0
52	63--	SUPPLIES AND MATERIALS	30,200	9,597	298	690
52	64--	OTHER OPERATING EXPENSES	5,917	6,089	0	35
52	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	22,345	22,345	31,036
52	----	SECURITY & MONITORING SERVICES	392,979	394,721	48,576	38,383
53		DATA PROCESSING SERVICES				
53	61--	PAYROLL COSTS-TEACHERS & OTHER	217,748	217,748	37,652	45,162
53	62--	PURCHASE & CONTRACTED SVS	86,000	88,500	18,005	71,091
53	63--	SUPPLIES AND MATERIALS	136,500	153,461	22,930	17,894
53	64--	OTHER OPERATING EXPENSES	3,500	3,500	0	121
53	----	DATA PROCESSING SERVICES	443,748	463,209	78,587	134,268
61		COMMUNITY SERVICES				
61	64--	OTHER OPERATING EXPENSES	6,000	6,000	0	327
61	----	COMMUNITY SERVICES	6,000	6,000	0	327
91		CONTRACTED INSTR SERVICES				
91	62--	PURCHASE & CONTRACTED SVS	120,000	120,000	0	0
91	----	CONTRACTED INSTR SERVICES	120,000	120,000	0	0
99		OTHER INTERGOVERNMENTAL CHARGE				
99	62--	PURCHASE & CONTRACTED SVS	410,000	410,000	0	0
99	----	OTHER INTERGOVERNMENTAL CHARGE	410,000	410,000	0	0
Grand Revenue Totals			26,231,661	26,231,661	1,207,065	2,141,411
Grand Expense Totals			26,019,298	26,159,761	1,406,166	2,716,905
Grand Totals			212,363	71,900	199,101	575,494
			Profit	Profit	Loss	Loss

Number of Accounts: 1196

***** End of report *****

FC	OBJ	OBJ	2020-21 Original Budget	2020-21 Revised Budget	2020-21 FYTD Activity	2019-20 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	103,500	103,500	3,020	10,474
00	58--	STATE PROGRAM REVENUES	38,000	38,000	2,457	4,628
00	59--	FEDERAL PROGRAM REVENUES	1,675,000	1,675,000	58,528	22,298
00	----	NO FUNCTION	1,816,500	1,816,500	64,005	37,400
35		FOOD SERVICE				
35	61--	PAYROLL COSTS-TEACHERS & OTHER	536,259	536,259	102,214	89,649
35	62--	PURCHASE & CONTRACTED SVS	345,114	345,114	0	20,278
35	63--	SUPPLIES AND MATERIALS	786,424	786,424	998	6,165
35	64--	OTHER OPERATING EXPENSES	14,200	14,200	889	1,976
35	66--	"CAPITAL OUTLAY-LAND,BLDG & EQ	0	45,660	0	421,433
35	----	FOOD SERVICE	1,681,997	1,727,657	104,101	539,501
		Grand Revenue Totals	1,816,500	1,816,500	64,005	37,400
		Grand Expense Totals	1,681,997	1,727,657	104,101	539,501
		Grand Totals	134,503	88,843	40,096	502,101
		Profit		Profit	Loss	Loss

Number of Accounts: 82

***** End of report *****

FC	OBJ	OBJ	2020-21 Original Budget	2020-21 Revised Budget	2020-21 FYTD Activity	2019-20 FYTD Activity
00		NO FUNCTION				
00	57--	REVENUE-LOCAL & INTERMED	4,817,376	4,817,376	43,374	49,960
00	58--	STATE PROGRAM REVENUES	77,500	77,500	0	0
00	59--	FEDERAL PROGRAM REVENUES	267,680	267,680	0	133,626
<hr/>						
00	----	NO FUNCTION	5,162,556	5,162,556	43,374	183,586
71		DEBT SERVICES				
71	65--	DEBT SERVICE	5,487,874	5,487,874	1,078,560	1,124,201
<hr/>						
71	----	DEBT SERVICES	5,487,874	5,487,874	1,078,560	1,124,201
<hr/>						
		Grand Revenue Totals	5,162,556	5,162,556	43,374	183,586
		Grand Expense Totals	5,487,874	5,487,874	1,078,560	1,124,201
		Grand Totals	325,318	325,318	1,035,186	940,615
		Loss	Loss	Loss	Loss	Loss

Number of Accounts: 22

***** End of report *****

Summary Investment Report and Cash Balance Report
West Orange-Cove CISD
As of August 31, 2020

	Beginning Balance 7/31/2020	Deposits	Withdrawals	Interest	Ending Balance 8/31/2020	Interest Rate
Investment Pool Account						
<i>First Public - Lone Star</i>						
General Operating Fund	3.83	71,770.79	39,975.00	1.28	31,800.90	0.1000%
Interest & Sinking Fund	0.87	16,046.21	8,745.00	0.29	7,302.37	0.1000%
Total Investment Pool	4.70	87,817.00	48,720.00	1.57	39,103.27	
Cash Bank Accounts						
<i>First Financial</i>						
Money Market - M&O Funds	12,854,089.93		1,100,000.00	2,069.41	11,756,159.34	0.2100%
General Operating Fund	1,354,290.45	2,494,102.52	2,879,301.63	418.07	969,509.41	0.6500%
Payroll	205,002.19	1,711,108.24	1,677,525.02	169.26	238,754.67	0.6500%
Debt Service	4,026,378.54	8,745.00	1,078,558.76	553.32	2,957,118.10	0.2100%
Bond Funds	14,636,982.90		277,384.00	2,405.26	14,362,004.16	0.2100%
Food Service	658,291.26	197,338.02	180,272.45	366.14	675,722.97	0.6500%
Total Cash Balances	\$ 33,735,035.27	\$ 4,411,293.78	\$ 7,193,041.86	\$ 5,981.46	\$ 30,959,268.65	
Total All Accounts	\$ 33,735,039.97	\$ 4,499,110.78	\$ 7,241,761.86	\$ 5,983.03	\$ 30,998,371.92	

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I certify that the above investments comply with the Texas Public Funds Investment Act and West Orange-Cove CISD Policy CDA.

Robin Hataway
Robin Hataway
Chief Financial Officer

Operating Fund Summary**West Orange-Cove CISD****As of August 31, 2020**

	Balance 8/31/2018	Balance 8/31/2019	Balance 8/31/2020
Investment Pool Account			
<i>First Public - Lone Star</i>			
General Operating Fund	88,473.10	26,871.79	31,800.90
Cash Bank Accounts			
<i>First Financial</i>			
Money Market - M&O Funds	11,172,770.21	10,727,047.43	11,756,159.34
General Operating Fund	612,966.12	699,968.24	969,509.41
Payroll	427,340.68	318,896.12	238,754.67
Total Operating Cash Balances	\$ 12,301,550.11	\$ 11,772,783.58	\$ 12,996,224.32

Debt Service Fund Summary**West Orange-Cove CISD****As of August 31, 2020**

	Balance 8/31/2018	Balance 8/31/2019	Balance 8/31/2020
Investment Pool Account			
<i>First Public - Lone Star</i>			
Interest & Sinking Fund	17,992.35	5,732.98	7,302.37
Cash Bank Accounts			
<i>First Financial</i>			
Debt Service	2,712,992.28	3,105,595.73	2,957,118.10
Total Debt Service Cash Balances	\$ 2,730,984.63	\$ 3,111,328.71	\$ 2,964,420.47

Food Service Fund Summary**West Orange-Cove CISD****As of August 31, 2020**

	Balance 8/31/2018	Balance 8/31/2019	Balance 8/31/2020
Cash Bank Accounts			
<i>First Financial</i>			
Food Service	510,783.16	606,896.75	675,722.97
Total Food Service Cash Balances	\$ 510,783.16	\$ 606,896.75	\$ 675,722.97

Robin Hataway

Robin Hataway

Chief Financial Officer

YEAR TO DATE RECAPULATION FOR AGENCY: SWO - WEST ORANGE CISD

		ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY	BEGIN	25,177,247.04	.00	25,177,247.04		2,486,819.16		27,664,066.20
	LATE HS/65	53,180.70-	.00	53,180.70-		10,631.31-		63,812.01-
OTHER ADJUSTMENTS		28,132.12-	.00	28,132.12-		193,933.70-		222,065.82-
	SUPPLEMENTS	.00	45,788.29	45,788.29		4,579.05		50,367.34
	ADJUSTED	25,095,934.22	45,788.29	25,141,722.51		2,286,833.20		27,428,557.71
	COLLECTED	24,368,149.17-	43,984.10-	24,412,133.27-	97.09	287,992.82-	12.59	24,700,126.09-
PR YR REF/NSF CHK		.00	.00	.00		24,577.08-		24,577.08-
	UNCOLLECTED	727,785.05-	1,804.19-	729,589.24-		1,974,263.30-		2,703,852.54-
LATE RENDITION BEGIN		12,861.55	.00	12,861.55		7,447.35		20,308.90
LATE REND ADJUSTED		12,948.12	2.85	12,950.97		6,683.53		19,634.50
COLLECTED	LEVY	24,368,149.17	43,984.10	24,412,133.27	97.09	287,992.82	12.59	24,700,126.09
	DISCOUNTS	.00	.00	.00		.00		.00
	PENALTY	56,758.15	116.53	56,874.68		35,519.58		92,394.26
	INTEREST	19,216.84	23.79	19,240.63		124,594.20		143,834.83
	NET	24,444,124.16	44,124.42	24,488,248.58		448,106.60		24,936,355.18
	COURT COST	.00	.00	.00		.00		.00
	ABST FEES	.00	.00	.00		.00		.00
	ATTY FEES	19,150.54	.00	19,150.54		68,475.05		87,625.59
	OTHER FEES	.00	.00	.00		.00		.00
	REND PENLTY	12,932.44	2.85	12,935.29		153.23		13,088.52
	(AGENCY %)	12,285.83	2.71	12,288.54		146.51		12,435.05
	(CAD %)	646.61	.14	646.75		6.72		653.47
	TOTAL	24,476,207.14	44,127.27	24,520,334.41		516,734.88		25,037,069.29

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2017 -	430,342.32	17,531.36-	3,500.56	416,311.52	94,372.78-	16,211.17-	305,727.57-	22.66
2016 -	296,324.13	8,273.42-	621.17	288,671.88	38,140.55-	6,184.80-	244,346.53-	13.21
2015 -	261,044.88	3,675.83-	457.32	257,826.37	38,574.55-	277.04-	218,974.78-	14.96
2014 -	218,741.87	3,597.36-	.00	215,144.51	28,183.62-	.00	186,960.89-	13.09
2013 -	204,493.65	3,781.78-	.00	200,711.87	21,013.65-	.00	179,698.22-	10.46
2012 -	174,703.74	4,307.60-	.00	170,396.14	12,312.46-	1,904.07-	156,179.61-	7.22
2011 -	310,235.82	154,991.36-	.00	155,244.46	22,838.32-	.00	132,406.14-	14.71
2010 -	117,234.64	2,916.44-	.00	114,318.20	11,819.23-	.00	102,498.97-	10.33
2009 -	76,785.32	1,410.19-	.00	75,375.13	7,531.64-	.00	67,843.49-	9.99
2008 -	60,625.91	1,127.84-	.00	59,498.07	2,749.47-	.00	56,748.60-	4.62
2007 -	44,603.62	650.56-	.00	43,953.06	2,658.88-	.00	41,294.18-	6.04
2006 -	50,742.63	181.23-	.00	50,561.40	2,142.10-	.00	48,419.30-	4.23
2005 -	48,912.73	197.66-	.00	48,715.07	1,692.01-	.00	47,023.06-	3.47
2004 -	33,641.13	145.42-	.00	33,495.71	1,034.61-	.00	32,461.10-	3.08
2003 -	31,077.47	523.21-	.00	30,554.26	410.27-	.00	30,143.99-	1.34
2002 -	26,635.97	437.54-	.00	26,198.43	708.34-	.00	25,490.09-	2.70
2001 -	23,361.65	371.71-	.00	22,989.94	515.20-	.00	22,474.74-	2.24
2000 -	23,125.05	371.71-	.00	22,753.34	389.78-	.00	22,363.56-	1.71
1999 -	18,027.81	60.39-	.00	17,967.42	.00	.00	17,967.42-	0.00
1998 -	13,887.37	12.40-	.00	13,874.97	40.08-	.00	13,834.89-	0.28
1997 -	6,267.31	.00	.00	6,267.31	25.80-	.00	6,241.51-	0.41
1996 -	6,464.63	.00	.00	6,464.63	186.60-	.00	6,278.03-	2.88
1995 -	4,410.55	.00	.00	4,410.55	180.20-	.00	4,230.35-	4.08
1994 -	1,973.82	.00	.00	1,973.82	14.53-	.00	1,959.29-	0.73
1993 -	1,167.33	.00	.00	1,167.33	.00	.00	1,167.33-	0.00
1992 -	696.55	.00	.00	696.55	.00	.00	696.55-	0.00
1991 -	183.88	.00	.00	183.88	.00	.00	183.88-	0.00
1990 -	203.90	.00	.00	203.90	.00	.00	203.90-	0.00
1989 -	212.98	.00	.00	212.98	.00	.00	212.98-	0.00
PRIOR YEARS -	690.50	.00	.00	690.50	458.15-	.00	232.35-	66.35

YEAR TO DATE RECAPULATION FOR AGENCY: SWO - WEST ORANGE CISD

	ORIGINAL	SUPPLEMENTAL	TOTAL CURRENT	% PAID	DELINQUENT	% PAID	SUMMARY
LEVY BEGIN	24,905,236.10	.00	24,905,236.10		2,610,161.98		27,515,398.08
LATE HS/65	43,932.63-	.00	43,932.63-		5,965.48-		49,898.11-
OTHER ADJUSTMENTS	492,390.51-	.00	492,390.51-		67,024.07-		559,414.58-
SUPPLEMENTS	.00	55,384.13	55,384.13		4,503.89		59,888.02
ADJUSTED	24,368,912.96	55,384.13	24,424,297.09		2,541,676.32		26,965,973.41
COLLECTED	23,857,736.30-	53,068.28-	23,910,804.58-	97.89	415,006.68-	16.32	24,325,811.26-
PR YR REF/NSF CHK	.00	.00	.00		74,909.13-		74,909.13-
UNCOLLECTED	511,176.66-	2,315.85-	513,492.51-		2,051,760.51-		2,565,253.02-
LATE RENDITION BEGIN	8,455.04	.00	8,455.04		6,544.55		14,999.59
LATE REND ADJUSTED	25,670.29	.00	25,670.29		4,968.07		30,638.36
COLLECTED LEVY	23,857,736.30	53,068.28	23,910,804.58	97.89	415,006.68	16.32	24,325,811.26
DISCOUNTS	.00	.00	.00		.00		.00
PENALTY	97,615.66	216.04	97,831.70		56,289.21		154,120.91
INTEREST	20,104.77	64.74	20,169.51		135,356.22		155,525.73
NET	23,975,456.73	53,349.06	24,028,805.79		606,652.11		24,635,457.90
COURT COST	.00	.00	.00		.00		.00
ABST FEES	.00	.00	.00		.00		.00
ATTY FEES	20,835.24	130.04	20,965.28		98,731.32		119,696.60
OTHER FEES	.00	.00	.00		.00		.00
REND PENLTY	22,829.01	.00	22,829.01		328.75		23,157.76
(AGENCY %)	21,687.65	.00	21,687.65		322.31		22,009.96
(CAD %)	1,141.36	.00	1,141.36		6.44		1,147.80
TOTAL	24,019,120.98	53,479.10	24,072,600.08		705,712.18		24,778,312.26

DELINQUENT BREAKDOWN	BEGIN	ADJUSTMENTS	SUPPLEMENTS	ADJUSTED	COLLECTED	PRIOR YR REF	UNCOLLECTED	% PAID
2018 -	668,958.15	9,246.83-	4,503.89	664,215.21	266,558.80-	74,231.55-	323,424.86-	40.13
2017 -	299,549.99	4,887.23-	.00	294,662.76	27,275.45-	677.58-	266,709.73-	9.25
2016 -	239,412.80	3,464.86-	.00	235,947.94	22,759.58-	.00	213,188.36-	9.64
2015 -	216,462.81	5,124.36-	.00	211,338.45	21,666.54-	.00	189,671.91-	10.25
2014 -	183,752.85	5,016.04-	.00	178,736.81	14,432.07-	.00	164,304.74-	8.07
2013 -	176,697.30	5,357.95-	.00	171,339.35	10,686.53-	.00	160,652.82-	6.23
2012 -	154,494.45	4,643.08-	.00	149,851.37	10,606.82-	.00	139,244.55-	7.07
2011 -	130,698.43	12,096.55-	.00	118,601.88	9,587.81-	.00	109,014.07-	8.08
2010 -	100,745.08	3,911.25-	.00	96,833.83	6,822.59-	.00	90,011.24-	7.04
2009 -	67,117.06	3,052.06-	.00	64,065.00	3,599.55-	.00	60,465.45-	5.61
2008 -	55,535.17	2,166.01-	.00	53,369.16	3,382.99-	.00	49,986.17-	6.33
2007 -	41,222.84	2,408.14-	.00	38,814.70	1,846.87-	.00	36,967.83-	4.75
2006 -	48,419.30	2,560.07-	.00	45,859.23	2,731.34-	.00	43,127.89-	5.95
2005 -	46,997.39	1,938.48-	.00	45,058.91	2,673.32-	.00	42,385.59-	5.93
2004 -	32,461.10	1,507.57-	.00	30,953.53	1,955.63-	.00	28,997.90-	6.31
2003 -	30,143.57	1,150.54-	.00	28,993.03	3,152.61-	.00	25,840.42-	10.87
2002 -	25,490.09	621.22-	.00	24,868.87	2,727.72-	.00	22,141.15-	10.96
2001 -	22,469.75	518.77-	.00	21,950.98	235.85-	.00	21,715.13-	1.07
2000 -	22,363.56	1,591.36-	.00	20,772.20	464.47-	.00	20,307.73-	2.23
1999 -	17,430.17	1,101.59-	.00	16,328.58	47.05-	.00	16,281.53-	0.28
1998 -	8,393.03	625.59-	.00	7,767.44	313.63-	.00	7,453.81-	4.03
1997 -	6,241.51	.00	.00	6,241.51	49.22-	.00	6,192.29-	0.78
1996 -	6,269.02	.00	.00	6,269.02	515.91-	.00	5,753.11-	8.22
1995 -	4,221.34	.00	.00	4,221.34	473.20-	.00	3,748.14-	11.20
1994 -	1,959.29	.00	.00	1,959.29	.00	.00	1,959.29-	0.00
1993 -	1,167.33	.00	.00	1,167.33	.00	.00	1,167.33-	0.00
1992 -	696.55	.00	.00	696.55	.00	.00	696.55-	0.00
1991 -	183.88	.00	.00	183.88	32.91-	.00	150.97-	17.89
1990 -	203.90	.00	.00	203.90	113.65-	.00	90.25-	55.73
PRIOR YEARS -	404.27	.00	.00	404.27	294.57-	.00	109.70-	72.86

FC OBJ	OBJ	Original Budget	Revised Budget	FYTD Activity	Revised Budget	
11	61--	PAYROLL COSTS-T	135,819.00	186,222.75	3,022.09	186,222.75
11	62--	PURCHASE & CONT	0.00	12,500.00	0.00	12,500.00
11	63--	SUPPLIES AND MA	0.00	10,197.30	0.00	10,197.30
11	64--	OTHER OPERATING	0.00	250.00	0.00	250.00
11	----	INSTRUCTION	135,819.00	209,170.05	3,022.09	209,170.05
12	63--	SUPPLIES AND MA	0.00	1,500.00	0.00	1,500.00
12	----	LIBRARY	0.00	1,500.00	0.00	1,500.00
13	61--	PAYROLL COSTS-T	9,602.00	9,602.00	377.09	9,602.00
13	63--	SUPPLIES AND MA	0.00	99.00	0.00	99.00
13	64--	OTHER OPERATING	0.00	10,774.00	0.00	10,774.00
13	----	CURRIC & INSTR	9,602.00	20,475.00	377.09	20,475.00
23	61--	PAYROLL COSTS-T	8,112.00	11,325.00	2,068.93	11,325.00
23	63--	SUPPLIES AND MA	0.00	2,100.00	0.00	2,100.00
23	64--	OTHER OPERATING	0.00	11,737.00	0.00	11,737.00
23	----	SCHOOL ADMINIST	8,112.00	25,162.00	2,068.93	25,162.00
31	61--	PAYROLL COSTS-T	9,945.00	9,945.00	363.58	9,945.00
31	63--	SUPPLIES AND MA	0.00	750.00	0.00	750.00
31	64--	OTHER OPERATING	0.00	1,000.00	0.00	1,000.00
31	----	GUIDANCE AND CO	9,945.00	11,695.00	363.58	11,695.00
32	61--	PAYROLL COSTS-T	23,489.00	24,989.00	1,609.55	24,989.00
32	63--	SUPPLIES AND MA	0.00	2,500.00	0.00	2,500.00
32	64--	OTHER OPERATING	0.00	9,838.00	0.00	9,838.00
32	----	SOCIAL WORK SER	23,489.00	37,327.00	1,609.55	37,327.00
33	61--	PAYROLL COSTS-T	9,400.00	10,900.00	380.56	10,900.00
33	62--	PURCHASE & CONT	0.00	9,300.00	0.00	9,300.00
33	63--	SUPPLIES AND MA	0.00	3,000.00	0.00	3,000.00
33	64--	OTHER OPERATING	0.00	1,000.00	0.00	1,000.00
33	----	HEALTH SERVICES	9,400.00	24,200.00	380.56	24,200.00
34	61--	PAYROLL COSTS-T	4,811.00	6,701.00	83.22	6,701.00
34	63--	SUPPLIES AND MA	0.00	150.00	0.00	150.00
34	64--	OTHER OPERATING	0.00	1,500.00	0.00	1,500.00
34	----	PUPIL TRANSPORT	4,811.00	8,351.00	83.22	8,351.00
41	62--	PURCHASE & CONT	0.00	1,500.00	0.00	1,500.00
41	64--	OTHER OPERATING	0.00	10,696.00	0.00	10,696.00
41	----	GENERAL ADMINIS	0.00	12,196.00	0.00	12,196.00
51	61--	PAYROLL COSTS-T	5,758.00	13,318.00	759.11	13,318.00
51	62--	PURCHASE & CONT	0.00	9,000.00	0.00	9,000.00
51	----	PLANT MAINTENAN	5,758.00	22,318.00	759.11	22,318.00
53	63--	SUPPLIES AND MA	0.00	4,119.00	0.00	4,119.00
53	----	DATA PROCESSING	0.00	4,119.00	0.00	4,119.00
61	62--	PURCHASE & CONT	0.00	1,500.00	0.00	1,500.00
61	63--	SUPPLIES AND MA	0.00	3,500.00	0.00	3,500.00
61	64--	OTHER OPERATING	0.00	3,154.00	0.00	3,154.00
61	----	COMMUNITY SERVI	0.00	8,154.00	0.00	8,154.00

<u>FC</u>	<u>OBJ</u>	<u>Original Budget</u>	<u>Revised Budget</u>	<u>FYTD Activity</u>	<u>Revised Budget</u>
	Grand Expense T	206,936.00	384,667.05	8,664.13	384,667.05

Number of Accounts: 86

***** End of report *****



WEST ORANGE – COVE CISD

NORTH EARLY LEARNING CENTER

801 Cordrey St.

Orange, Texas 77631

Phone: 409.882.5434 Fax: 409.882.5449

Vickie Price

Head Start Director / Principal

Head Start Principal/Director's Report: August 2020

❖ Student Enrollment for 2020-2021 School Year

119- 4-year olds

111- 3-year olds

- Total 230

❖ Waiting list: 29

❖ Student Attendance: **Goal is 95%**

❖ August- 95.20%

❖ Cumulative- 95.20%

❖ September Activities:

14th- Return to school

21st- CLI Testing Wave 1

22-25th- Dental Health Training

25th – Apple Day

29th- Fall Into Parent Engagement

❖ Meal Counts:

Breakfast- 1111

Lunch- 1109

❖ Donations:

Anonymous donation of \$1,500 for book program.

West Orange-Cove Consolidated Independent School District

District Improvement Plan

2020-2021



Mission Statement

In partnership with our community, our mission is to transform lives through an exceptional educational experience.

Vision

Empowering Lives through Excellence Every Day!

District Goals

District Goal 1:

Student Goals: West Orange-Cove CISD believes that student success is measured in many ways. Student learning will be measured and reported in a variety of methods, including traditional state required tests and student participation in multiple disciplines, such as: advanced placement courses, dual credit courses, fine arts and athletics. Student produced products, including career and tech projects will be encouraged and evaluated. Academic planning will be based on all relevant data, and instruction and course rigor will be adjusted accordingly.

District Goal 2:

WOCCISD will afford every student the opportunity to graduate college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation. We believe that a well-rounded education encourages student attendance, the development of problem solving skills, a positive attitude, self-confidence, adaptability, team building and strong work ethic.

District Goal 3:

Operations Goal – Fiscal Goal: WOCCISD will be good stewards of the taxpayer's funds. The District will adopt a balanced budget that ensures academic performance opportunities, safety and security, and addresses the District's Strategic Plan, Goals, and Priorities.

District Goal 4:

District facilities will be maintained in a manner that extends the functional life of all buildings and equipment. Maintenance schedules will be developed

and followed. Staff will be trained in all areas of care and upkeep. The grounds and buildings will be clean and safe.

District Goal 5:

Board/Staff/Community Relations: WOCCISD believes in positive, accurate, and open communications throughout the district. Communications between the school and community are a priority. Local media, district websites, parent portal, and other appropriate avenues are utilized. Broader coverage of all aspects of school business is also encouraged. Every effort will be made to ensure that information disseminated by the district will be consistent, accurate, and timely at the campus and the district level.

District Goal 6:

Leadership Goal: WOCCISD believes in improvement that is intentional, systemic, and enduring. Recruitment, retention, and evaluation of a highly qualified, driven staff who places students first is our priority. Academic achievement is encouraged and empowered across the district. Teamwork is encouraged at the district and campus levels. Effective professional development is implemented with staff input and evaluated for effectiveness by staff, administration, and student success.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- RDA data

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Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Dual-credit and/or college prep course completion data

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Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

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Goals

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 1: Improve student performance through quality alignment of grade-level TEKS to rigorous instruction

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Improved student performance in all content areas (STAAR, TAPR, Federal Report Card, TIP evaluations)

Summative Evaluation: None

Strategy 1: WOCCISD will provide alignment of curriculum, instruction, and assessment.

Refined implementation of TEKS Resource System, Collaborative Lesson Planning, Unit Assessments, Performance Assessments, Data Conversations, and Reflective Practice Model within campus and district level Professional Learning Communities (PLC) Data 29

Strategy's Expected Result/Impact: Student learning demonstrated through classroom instruction, campus assessments, district assessments, and state assessments

Staff Responsible for Monitoring: Superintendent

Deputy Superintendent

Assistant Superintendent of Curriculum & Instruction; Director of State/Federal Programs, Testing & Accountability,

Campus Principals

Campus Deans of Instruction

Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Funding Sources:

211 - ESEA Title I, Part A \$45,000

410 - Instructional Materials Allotment \$25,000

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: WOCCISD will utilize a balanced literacy approach to better align ELAR instruction to ELAR TEKS.

<p>Strategy's Expected Result/Impact: Academic progress for every reader and writer PreK-12 BOY, MOY, EOY Assessment Data Imagine Learning Academic performance assessments</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Executive Director of Curriculum; Director of State/Federal Programs, Testing & Accountability, Campus Principals Campus Deans of Instruction Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 211 - ESEA Title I, Part A \$20,000 410 - Instructional Materials Allotment \$5,000 199 - General Fund \$10,000</p>	Summative
	June

Strategy 3: WOCCISD will incorporate performance assessments in each unit of study for all core contents K-12.

<p>Strategy's Expected Result/Impact: Performance assessments allow students to show mastery of TEKS with hands-on learning experience</p> <p>Increase student cooperative learning</p> <p>Increase meaningful, authentic learning opportunities</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum & Instruction Assistant Superintendent of Student Services Campus Principals Campus Deans of Instruction Campus Instructional Coaches Campus Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
	31
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 211 - SI: School Improvement Grant \$10,600</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Meet individual student academic needs

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student academic growth

RtI processes

Possible reduction in the number of special education referrals

Individualized Education Plans

504 Plans

Differentiated Learning Practices

LPAC

Summative Evaluation: None

Strategy 1: WOCCISD will evaluate existing RtI processes and systems.

<p>Strategy's Expected Result/Impact: District RtI Handbook</p> <p>Highly functioning Campus RtI Teams</p> <p>Identify strategies needed for success</p> <p>Universal Screening Tools</p> <p>Identify campus needs, resources, and training</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum and Instruction Campus Principals Campus Deans of Instruction Counselors RtI Teams Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>Results Driven Accountability</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
	33
<hr/> <p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 4: WOCCISD will establish and follow plans for individual academic needs.

<p>Strategy's Expected Result/Impact: Student growth as a result of meeting their individualized needs. Campus data rooms will document students' growth and areas of need.</p> <p>Student empowerment through gained knowledge</p> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Student Services Director of Student Services Assistant Superintendent of Curriculum and Instruction Campus Principals Campus Assistant Principals Campus ARD teams Campus Teachers Campus Paraprofessionals</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Summative</p> <p>June</p> <p>35</p>
	<p>Problem Statements: None</p> <p>Funding Sources: 211 - SI: School Improvement Grant \$26,400</p>

Strategy 5: WOCCISD will incorporate individualized (plus 10) assessment goals for all students in each core content courses.

<p>Strategy's Expected Result/Impact: Targeted instruction toward individualized goal</p> <p>Students track their progress toward goals</p> <p>At least 80% of all students meet or exceed their (plus 10) assessment goal</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum and Instruction Campus Principals Campus Deans of Instruction Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 6: WOCCISD will provide training to teachers and administrators, focusing on effective strategies to assist learners with academic plans. 36

<p>Strategy's Expected Result/Impact: Empowerment of teachers through gained knowledge</p> <p>Providing of accomodations and modifications students require</p> <p>Student growth as a result of meeting their individualized needs</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Student Services Director of Student Services</p> <hr/> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Results Driven Accountability</p>	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 - General Fund \$5,000</p>	June

Strategy 9: WOCCISD will monitor the implementation and effectiveness of the state-required Targeted Improvement Plans (TIP) for WOSMS and WOSHS. WOSE is required to create a plan but it does not have to be submitted to TEA.

<p>Strategy's Expected Result/Impact: All three campuses will meet the state standards with a minimum score of 60 in all three domains in the state's accountability system. The middle school will earn a letter grade higher than an F.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Testing, and Accountability Assistant Superintendent of Curriculum & Instruction Campus Principals Academic Deans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 10: WOCCISD will provide remedial math and reading services to identified students through the use of tutorials, Saturday School sessions, and extended year sessions (Summer School).

<p>Strategy's Expected Result/Impact: Impact of COVID-19 will be minimized; Identified students will score at least at the "Approaches" level on their benchmark exams leading up to STAAR. Decreased learning gaps will be evidenced by improved grades, portfolios, unit assessments, and regularly occurring formative assessments.</p> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum & Instruction Director of Federal Programs, Testing, and Accountability Campus Principals Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative
	Nov
	38 Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: 211 - SI: School Improvement Grant \$26,400 Tutorials, Saturday School, Summer School 211 - ESEA Title I, Part A</p>	Summative
	June

Strategy 11: WOCCISD will administer the Beginning-of Year (BOY) Assessments provided by TEA to establish a baseline for students following COVID-19

<p>Strategy's Expected Result/Impact: Campus personnel will have a metric to determine existing learning gaps in core subject areas. The data will help drive our remediation efforts.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, District Testing Coordinator, Campus Principals, Academic Deans</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: 211 - ESEA Title I, Part A</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Produce college, career, and military ready students

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CTE certifications, college and career readiness indicator standards (CCMR); Perkins Grant summative review, District/Campus TAPR reports; Accountability ratings for District and WOSHS

Summative Evaluation: None

Strategy 1: WOCCISD will enhance current CTE program and processes.	
<p>Strategy's Expected Result/Impact: Identify areas of efficiency</p> <p>Identify areas of improvement</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Executive Director of Curriculum; CTE/Transition Coordinator</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 244 - Carl Perkins</p>
Strategy 2: WOCCISD will provide training to CTE teachers.	
<p>Strategy's Expected Result/Impact: CTE teachers will be qualified to provide additional certification opportunities for students</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum; CTE/Transition Coordinator</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 244 - Carl Perkins \$5,000</p>

Strategy 3: WOCCISD will increase the number of CTE certification opportunities.

<p>Strategy's Expected Result/Impact: Increased number of students will receive certifications, making them career ready</p> <p>Add Cosmetology program</p> <p>Enhance CTE Tech program</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Executive Director of Curriculum; CTE/Transition Coordinator</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
	<p>Problem Statements: None</p> <p>Funding Sources: 244 - Carl Perkins \$5,000</p>

Strategy 4: WOCCISD will continue implementation of a quality Early College High School.

<p>Strategy's Expected Result/Impact: Students within the ECHS program will graduate with one of the following:</p> <ol style="list-style-type: none"> college core course completion through dual credit 60 hours of dual credit toward a degree associate degree <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Executive Director of Curriculum; CTE/Transition Coordinator High School Principal High School Dean of Instruction</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
	<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$25,000</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: WOCCISD will provide comprehensive remote learning opportunities for all students.

HB3 Goal

Evaluation Data Sources: Virtual log-in data for remote learners; grades; assessment data, attendance data

Summative Evaluation: None

Strategy 1: Upgrade and expand online learning platforms for all grades and content areas.		
Strategy's Expected Result/Impact: Students receiving online instruction will progress through the curriculum (TEKS) at a comparable level to those receiving instruction in person.		Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction		Nov
Title I Schoolwide Elements: 2.4, 2.6		Jan
Problem Statements: Student Achievement 1, 2		Mar
Funding Sources: 199 - General Fund: Special Education 211 - SI: School Improvement Grant		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		42

Goal 2: WOCCISD will upgrade technology throughout the system.

Performance Objective 1: Infrastructure

Evaluation Data Sources: Establishment of current industry/education standards, reduced downtime in systems and labs, increased student time on technology equipment

Increase availability of internet access to classrooms.

Increase availability of current technology to classrooms

Increase availability of internet access to virtual learners

Summative Evaluation: None

Strategy 1: Maintain and support VM servers and establish fail over offsite with AWS or other server farm facilities. Update data center with latest storage and disaster recovery technology	
<p>Strategy's Expected Result/Impact: All servers are housed on virtualization servers that are cross link to provide minimum down time and provide greater employee and student access. Servers are backed up on and off site for better data safety and integrity.</p> <p>Staff Responsible for Monitoring: Director of Technology Network Engineer</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund 410 - Instructional Materials Allotment</p>	Summative
	June

Strategy 2: Provide staff and students with high bandwidth to the internet and internal network

<p>Strategy's Expected Result/Impact: Network links to all devices are of at least 1 Gigabit. Internet bandwidth use stays below district purchased access. Wireless access points use current accepted standards</p> <p>Staff Responsible for Monitoring: Director of Technology Network Engineer Computer Technician Campus Administration and Staff</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund 410 - Instructional Materials Allotment</p>	

Strategy 3: Provide all staff and students with current technology to increase comprehension, learning and improved data for student learning feedback

<p>Strategy's Expected Result/Impact: Staff and students are using technology to increase student engagement through classroom walk through's and increased scores on testing.</p> <p>Staff Responsible for Monitoring: Director of Technology Network Engineer Computer Technician District and Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan⁴⁴
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund 410 - Instructional Materials Allotment</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Streamline software/online resources

Evaluation Data Sources: Decrease the amount of help desk related inquiries due to software issues

Increased use of software at campus level, increase use of software shown by reports

Decrease amount of spending on software not being utilized

Increase reporting by using portals, such as Classlink

Summative Evaluation: None

Strategy 1: WOCCISD technology department will work with the district finance department to use appropriate accounts for software purchasing, and have software purchasing approved through curriculum and technology departments.	
Strategy's Expected Result/Impact: Yearly purchases are easily identifiable through Skyward account reports.	Formative
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Director of Technology Chief Financial Officer Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: 199 - General Fund 410 - Instructional Materials Allotment	Summative
	June
Strategy 2: WOCCISD technology department will provide and/or guide in selection, proven software to aid in subject area growth and work with campus instructional staff to identify time constraints and areas that software would be the most beneficial.	
Strategy's Expected Result/Impact: Consistent use of software across grade and subject levels. Increase scores on testing	Formative
Staff Responsible for Monitoring: District and Campus Curriculum and Instruction Technology Department	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: 199 - General Fund 410 - Instructional Materials Allotment	Summative
	June

Strategy 3: WOCCISD technology department will make a comprehensive list of software available to all staff.

Strategy's Expected Result/Impact: Consistent use of software across grade and subjects		Formative
Staff Responsible for Monitoring: District and Campus Curriculum and Instruction Technology Department		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
	Funding Sources: 199 - General Fund 410 - Instructional Materials Allotment	Jan
		Mar
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Training and Support

Evaluation Data Sources: Decreased amount of help desk related inquiries

Increase in subject related area performance on state and local testing

Increase of technology use in walk throughs and evaluation

Provide training throughout the year for all staff(classroom, one on one, small group,etc.) for hardware and software used in day to day teaching and work.

Provide online training and resources for virtual learners and educators through the use of online meeting software, social media and pre-recorded video lessons.

Summative Evaluation: None

Strategy 1: WOCCISD technology department will provide new staff members with learning resources for district critical software systems relating to job roles to on board efficiently and increase staff effectiveness.	
Strategy's Expected Result/Impact: Staff are able to adapt to their role in the district in a highly efficient manner. Reduced frustration by staff as monitored through climate surveys	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: District Curriculum and Instruction Technology Department Department and Campus Administration	
Title I Schoolwide Elements: None	Problem Statements: None
	Funding Sources: 199 - General Fund 211 - ESEA Title I, Part A
	Summative
	June

Strategy 2: WOCCISD technology department will make online training software available to all staff to increase job effectiveness. These softwares will be available 24/7/365 regardless of location.

Strategy's Expected Result/Impact: Use reports from software Increased staff technology effectiveness	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: District and Campus Curriculum and Instruction Department and Campus Administrators Technology Department	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
Funding Sources: 199 - General Fund 211 - SI: School Improvement Grant	

Strategy 3: WOCCISD technology department will utilize train the trainer methods, and make those methods available to staff, students and community training sessions in the use of technology and software in relation to their role.

Strategy's Expected Result/Impact: Use reports from software Student, Staff and Family surveys Training session evaluations	Formative
	Nov 48 Jan Mar
Staff Responsible for Monitoring: District and Campus Curriculum and Instruction Department and Campus Administrators Department and Campus Staff Members Technology Department	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
Funding Sources: 199 - General Fund 211 - SI: School Improvement Grant	

Strategy 4: WOCCISD technology department will host monthly and/or quarterly meetings of district technology committee to provide feedback from campus and family needs in relation to training and support.

<p>Strategy's Expected Result/Impact: Monthly and/or quarterly updates from committee members regarding effectiveness of training and support</p> <hr/> <p>Staff Responsible for Monitoring: District and Campus Curriculum and Instruction Department and Campus Administrators Department and Campus Staff Members Technology Department Technology Committee</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 - General Fund 211 - SI: School Improvement Grant</p>	Summative
	June

Strategy 5: WOCCISD technology department will offer training and classroom integration assistance, by grade level and content, through instructional technology specialist.

<p>Strategy's Expected Result/Impact: Increased scores in subject areas Integration of technology into classroom instruction identified through campus walkthroughs and evaluations</p> <hr/> <p>Staff Responsible for Monitoring: District and Campus Curriculum and Instruction Director of Technology Instruction Technology Department</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: WOCCISD will provide opportunities to increase family involvement.

Performance Objective 1: Increase school and community involvement in academic activities

Targeted or ESF High Priority

Evaluation Data Sources: Family Access

Campus academic events

Sign-in sheets, agendas from meetings

Summative Evaluation: None

Strategy 1: Disseminate copies of the District/Campus Parent/Family Engagement Policies.	
<p>Strategy's Expected Result/Impact: Informed parents</p> <p>Increase parental involvement activities on each campus throughout the district</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum and Instruction Director of State/Federal Programs, Testing & Accountability Campus Principals Campus Deans of Instruction Campus Administrators Campus Teachers</p> <hr/> <p>Title I Schoolwide Elements: 3.1</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 211 - ESEA Title I, Part A \$10,700</p>	June

Strategy 2: Campuses will convene an annual Title I meeting to discuss Parent/Family Engagement (PFE) goals and policies. Additional meetings will be held at different times to accommodate working parents.

<p>Strategy's Expected Result/Impact: Improved quality of communication between school and home</p> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum and Instruction Director of State/Federal Programs, Testing & Accountability, Campus Principals Campus Deans of Instruction Campus Community Liaisons</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: Each campus will have a Parent Resource Center that includes a large-screen TV with scrolling information and paper copies of relevant information for parents and community members.

<p>Strategy's Expected Result/Impact: Communication will improve between the campuses and parents/community members</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Director of Student Services Campus principals</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: None</p> <p>Funding Sources: 211 - ESEA Title I, Part A \$10,700</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: WOCCISD will maintain a quality staff.

Performance Objective 1: Recruitment of quality educators

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teacher/administrator retention percentages; staff surveys

Summative Evaluation: None

Strategy 1: WOCCISD will participate in local and statewide job fairs.	
Strategy's Expected Result/Impact: Hiring of quality candidates	Formative
Staff Responsible for Monitoring: Superintendent Assistant Superintendent Campus Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: 199 - General Fund \$8,000	Summative
	June
Strategy 2: WOCCISD will host a district job fair.	
Strategy's Expected Result/Impact: Recruitment of highly qualified educators	Formative
Staff Responsible for Monitoring: Superintendent Assistant Superintendent Campus Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: 199 - General Fund \$500	Summative
	June

Strategy 3: WOCCISD will update job vacancies on district website and other appropriate websites.

Strategy's Expected Result/Impact: Knowledge of open positions		Formative
Communication		
Staff Responsible for Monitoring: Assistant Superintendent		Nov
Title I Schoolwide Elements: None		Jan
Equity Plan		Mar
Problem Statements: None		Summative
Funding Sources: None		
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Retain quality teachers

Targeted or ESF High Priority

Evaluation Data Sources: TAPR teacher retention data; staff surveys

Summative Evaluation: None

Strategy 1: WOCCISD will continue to make efforts to grant annual raises for returning staff members.	
Strategy's Expected Result/Impact: Retain teachers and decrease turn-over rate	Formative
Staff Responsible for Monitoring: Superintendent Deputy Superintendent Chief Financial Officer	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Equity Plan	Summative
Funding Sources: 199 - General Fund \$380,000	June
Strategy 2: WOCCISD will recognize teachers of the year, administrator of the year, auxiliary person of the year, and paraprofessional of the year.	
Strategy's Expected Result/Impact: Increase morale and decrease turn-over rate	Formative
Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Public Information Campus Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: 199 - General Fund \$1,500	Summative
	June

Strategy 3: WOCCISD will continue to utilize district-wide teacher mentoring program.

<p>Strategy's Expected Result/Impact: New teacher knowledge growth</p> <p>Veteran teacher morale increase</p> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Assistant Superintendent of Curriculum and Instruction Campus Principals Campus Mentors</p> <p>Title I Schoolwide Elements: None</p> <p>Equity Plan</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 211 - ESEA Title I, Part A \$10,000</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Provide annual compliance updates including but not limited to sexual abuse and other maltreatment of children

Targeted or ESF High Priority

Evaluation Data Sources: Eduhero (compliance video provider) Required Topics: Child Abuse, Sexual Harassment, FERPA, Bullying, Blood-borne Pathogens, Cyber Security and Suicide Prevention. Eduhero site stores certificates of completion for employees.

Summative Evaluation: None

Strategy 1: Present Sexual Abuse and Maltreatment of Students Plan and expectations to staff in August professional development session for all district employees	
Strategy's Expected Result/Impact: Increase employee awareness Assist students in need	Formative
Staff Responsible for Monitoring: Deputy Superintendent Assistant Superintendent of Student Services Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	56 June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Provide teachers action steps for improvement through the Relay (GSE Get Better Faster) program

Evaluation Data Sources: TTESS evaluations
Teacher Action Step Templates

Summative Evaluation: None

Strategy 1: Campus administrators will provide instructional coaching to teachers in need of assistance and provide performance-based feedback.

Strategy's Expected Result/Impact: Improved delivery of instruction
Increased learning time
Student growth

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Director of Federal Programs, Testing, and Accountability
Campus principals

Title I Schoolwide Elements: 2.5

Problem Statements: None

Equity Plan

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

57



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: WOCCISD will promote a positive image.

Performance Objective 1: Fiscal responsiveness

Evaluation Data Sources: Annual finance audit
State accountability report

Summative Evaluation: None

Strategy 1: WOCCISD will allocate adequate funding resources to support educational programs throughout the district.	
<p>Strategy's Expected Result/Impact: Appropriate funding for necessary programs</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Chief Financial Officer Assistant Superintendent of Curriculum and Instruction Director of State/Federal Programs, Testing & Accountability</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June 58
Strategy 2: WOCCISD will develop a comprehensive, appropriate financial plan/budget for 2020-2021.	
<p>Strategy's Expected Result/Impact: Budget approval prior to beginning of 2020-2021 school year</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Chief Financial Officer</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 3: WOCCISD will maintain district fund balance at the level recommended by the Texas Education Agency.

Strategy's Expected Result/Impact: Fund balance of at least 33% of annual operating expenses		Formative
Staff Responsible for Monitoring: Superintendent Deputy Superintendent Chief Financial Officer		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
	Funding Sources: None	Jan
		Mar
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Facilities and Maintenance

Evaluation Data Sources: Physical walk throughs
Work order requests and completion ratios

Summative Evaluation: None

Strategy 1: WOCCISD will maintain district facilities in a manner that extends the functional life of all buildings and equipment.	
Strategy's Expected Result/Impact: Work order priorities: 1)Emergency 2)Safety/Heath/Security/ADA 3)Preventative Maintenance 4)Unscheduled repair on items not functioning properly 5)Support Services	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Maintenance Maintenance Supervisors Maintenance Department Head Custodians	Mar
	Summative
	June
60	
Title I Schoolwide Elements: None	Problem Statements: None Funding Sources: None
Strategy 2: WOCCISD will develop and adhere to maintenance schedules.	
Strategy's Expected Result/Impact: Timely repairs and maintenance	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Maintenance Maintenance Supervisors Head Custodians	Mar
	Summative
	June
60	
Title I Schoolwide Elements: None	Problem Statements: None Funding Sources: None

Strategy 3: WOCCISD will keep district grounds and buildings clean and safe.

<p>Strategy's Expected Result/Impact: Clean, safe environment</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Maintenance Maintenance Supervisors Grounds Leaderman</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: WOCCISD will reduce utility usage at district facilities.

<p>Strategy's Expected Result/Impact: Monitoring of HVAC schedules will reduce overall utility usage</p> <p>Scheduled air conditioning and heat for after school and community activities based on the times submitted within work order requests</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Maintenance Maintenance Supervisors HVAC Techs</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan⁶¹
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 5: WOCCISD will complete an annual facility inspection to ensure safety compliance.	
<p>Strategy's Expected Result/Impact: Inspect fire alarms, fire extinguishers, gas piping, sprinkler systems, elevators, boilers, back flow preventers, and stadiums</p> <p>Provide safe environments</p> <p>Staff Responsible for Monitoring: Director of Maintenance Maintenance Supervisor Maintenance Department Contractors</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	Summative
	June
Strategy 6: WOCCISD will provide training for maintenance staff.	
<p>Strategy's Expected Result/Impact: Conduct monthly safety meetings with maintenance staff</p> <p>Conduct annual asbestos awareness/safety training</p> <p>Utilize training offered by vendors to train maintenance and custodial staff on proper use of equipment, tools, and products</p> <p>Staff Responsible for Monitoring: Director of Maintenance Maintenance Supervisor Vendors</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan⁶²</p> <p>Mar</p>
	Summative
	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 3: Communications

Evaluation Data Sources: Increased awareness of district initiatives and successes

- Survey
- Social Media activity
- Community Feedback

Summative Evaluation: None

Strategy 1: WOCCISD will communicate our district brand, vision, and goals through strategies messaging and marketing.	
<p>Strategy's Expected Result/Impact: Marketing through billboard, radio/web/print, website, social media</p> <p>Increased school awareness within community</p> <hr/> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Communications</p> <hr/> <p>Title I Schoolwide Elements: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	Summative
	June
	63
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 - General Fund \$40,000</p>	
Strategy 2: WOCCISD will cultivate and strengthen relationships within the district and community.	
<p>Strategy's Expected Result/Impact: Improve district to community climate</p> <p>Staff Responsible for Monitoring: Superintendent Deputy Superintendent Director of Communications Executive Leadership Team Leadership Team</p> <hr/> <p>Title I Schoolwide Elements: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 199 - General Fund \$3,000</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 4: School Safety/Community Relations

Evaluation Data Sources: Positive relationships established between community, students and WOCCISD Police Dept.
Feedback from the community
Roundtable discussions with students

Summative Evaluation: None

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The District completed a comprehensive needs assessment at all campuses last spring. Committee members included TECS representatives, District and campus administrators, teachers, paraprofessionals, and parents. All campuses have been through the CNA process, including root cause analysis. Needs were adjusted to accommodate remote learning opportunities for all students during school closure. Targeted Improvement Plans will be developed and submitted to TEA (WOSMS & WOSHS). The Turnaround Plan for WOSMS was approved in July 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All CIPs are currently up-to-date. Campus-based CILT teams will make modifications as needed.

2.2: Regular monitoring and revision

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CILT teams regularly monitor progress by conducting formative assessments for all goals/strategies at four points during the year (November, January, March and June). During formative assessment windows, campus teams evaluate current levels of progress and adjust strategies as needed.

2.3: Available to parents and community in an understandable format and language

The DIP and CIPs will be available electronically via the District web site and in hard copy (upon request). Copies in English and Spanish are posted at the District/Campus websites.

2.4: Opportunities for all children to meet State standards

Multiple opportunities for all students to meet State standards are included in all plans. Opportunities for reteaching, retesting, remediation, Saturday school, extended day tutorials are included for all students. We are able to seamlessly provide remote instruction in all content areas to all learners. Multiple opportunities to gauge student progress are built in to the academic calendars of all campuses.

2.5: Increased learning time and well-rounded education

Principals are adjusting master schedules to maximize learning time and minimize distractions. There is a mandatory emphasis placed on using the format provided by TEKS Resource System. Block scheduling will be used by some campuses to increase/maximize learning time in core content areas. Students have devices at home (currently) and they have access to all of our remote learning platforms. This provides opportunities for engagement beyond the normal school day/week. Students also had access to remote learning programs throughout the summer (2020).

2.6: Address needs of all students, particularly at-risk

Specific programs are in place to help identify and address the needs of all students, particularly those who have been identified as being "at-risk" (currently more than half of our student population). Additional remediation will be provided to offset the effects of COVID-19. The District will use the Beginning-of-Year (BOY) assessments provided by TEA as an academic baseline (students in grades 4-12) once students return to class.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The District currently has a Parent and Family Engagement Policy which is modified and updated annually. At the campus level, members of the campus CILT committees, including parent and community representatives, have opportunities to provide input and help build the plan for the current year. Parents will have access via the District's web site and at each campus's main office.

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3.2: Offer flexible number of parent involvement meetings

Opportunities for parent involvement are scheduled at different times to maximize the likelihood of attendance. Some meetings are held during the school day while others are held during the evening. Meetings occur at regular intervals at each campus. Meetings, which often include student performances, are scheduled and publicized.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annely Domas	Literacy Coach	WOSE	1.0
Cynthia Weeks	3rd grade RLA	WOSE	1.0
Darcas Cook	Literacy Coach	WOSMS	1.0
Depauldrick Garrett	Liaison	WOSE	1.0
Laura Lemmond	Numeracy Coach	WOSMS	1.0
Russell Botley	Liaison	WOSHS	1.0
Tiffany Richard-Brown	Academic Dean	WOSMS	1.0
Yunekia Pollard	Academic Dean	WOSE	1.0

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$10,000.00
1	2	6			\$5,000.00
1	3	4			\$25,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00 ⁶⁸
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
4	1	1			\$8,000.00
4	1	2			\$500.00
4	2	1			\$380,000.00
4	2	2			\$1,500.00
5	3	1			\$40,000.00
5	3	2			\$3,000.00
Sub-Total					\$473,000.00
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00

199 - General Fund: Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00

211 - ESEA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$45,000.00
1	1	2			\$20,000.00
1	2	10	Tutorials, Saturday School, Summer School		\$0.00
1	2	11			\$0.00
2	3	1			\$0.00
3	1	1			\$10,700.00
3	1	3			\$10,700.00
4	2	3			\$10,000.00
Sub-Total					\$96,400.00

211 - SI: School Improvement Grant

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$10,600.00
1	2	4			\$26,400.00
1	2	10			\$26,400.00
1	4	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
Sub-Total					\$63,400.00

244 - Carl Perkins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00

244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$5,000.00
1	3	3			\$5,000.00
Sub-Total					\$10,000.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$25,000.00
1	1	2			\$5,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00 ⁷⁰
Sub-Total					\$30,000.00
Grand Total					\$672,800.00

Addendums



West Orange-Cove Consolidated ISD

**Plan for Addressing Sexual
Abuse & Other Maltreatment
Of Children**

As Required by HB 1041 and SB 471

West Orange-Cove Consolidated ISD
Plan for Addressing Sexual Abuse & Other
Maltreatment of Children

Methods for Increasing Awareness Regarding Sexual Abuse & Maltreatment of Children

- Teachers:** Teachers will be trained annually in all content areas addressed in the West Orange-Consolidated ISD *Plan for Addressing Sexual Abuse & Other Maltreatment of Children*. Training may be provided through campus staff, district staff, on-line or outside agencies as appropriate at the discretion of the campus administration. Training will include contents of the adopted board policy FFG (LEGAL) and FFG exhibit.
- Students:** District counseling staff will address issues awareness regarding sexual abuse and maltreatment of children, utilizing anti-victimization programs with age appropriate conversations and materials, at least once per year in classroom group lessons for grades PK-8. Awareness regarding sexual abuse and other maltreatment of children will be addressed with students in grades 9-12 in class meetings at least once per school year.
- Parents:** Information concerning the district *Plan for Addressing Sexual Abuse & Other Maltreatment of Children* will be posted on the district web site at: <https://www.woccisd.net>. Additionally, reference to the plan will be included in each of the campuses' student handbooks within the district. These handbooks are available to parents in a printed format, as well as on-line at the district web site.
-

What is Sexual Abuse of a Child?

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare, as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

Sexual abuse includes fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or producing pornographic materials.

Suspect Sexual Abuse When You See:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors or play
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Warning Signs in Children and Adolescents of Possible Child Sexual Abuse

Any one sign does not mean that a child has been or is being sexually abused, but the presence of several different signs suggests that one should begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as: during a divorce, death of a family member or pet, problems at school or with friends, and other anxiety-inducing or traumatic events.

Possible Psychological and Behavioral Signs of Sexual Abuse of Children

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability or anger
- Low self-esteem, guilt or shame
- Avoidance of people or places
- Sexual advances of “touching” inappropriately
- Sexual drawings
- Changes in socialization (social withdrawal or social isolation)

Possible Physical Symptoms of Sexual Abuse of children

- Becomes pregnant or contracts a venereal disease, particularly if under the age of 14
- Trauma to the mouth or genitals
- Rectal Bleeding
- Pain around the genital area
- Poor appetite
- Weight loss or weight gain

Signs More Typical in Younger Children

- Using new words for private body parts
- Resisting the removal of clothes even at appropriate times when clothing should be removed; such as bath, bed, toileting, etc.
- Asking other children to behave sexually or play sexual games
- Copying adult-like sexual behavior with toys or stuffed animals
- Wetting and soiling accidents unrelated to toilet training
- Returning to habits previously broken; such as bed-wetting or thumb sucking

Signs More Typical in Early Adolescents

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
- Refuses to eat
- Loses or drastically increase appetite
- Has trouble swallowing
- Sudden mood swings: rage, fear, insecurity or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys, or other gifts without reason
- Exhibits adult-like sexual behaviors, language and knowledge

Signs More Typical in Teens

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Physical Warning Signs of Sexual Abuse

Physical warning signs of sexual abuse are rare. If one should notice any of these signs, the child should be seen by a doctor as soon as possible. The doctor can help you and your child understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharge in genitals, anus or mouth
- Persistent or recurring pain during urination and bowel movements
- Wetting and soiling accidents unrelated to toilet training

Consider the Possibility of Sexual Abuse when the Parent or other Adult Caregiver

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
 - Is secretive and isolated
 - Is jealous or controlling with family members
-

What is Maltreatment of a Child?

According for the Centers for Disease Control and Prevention (CDC), child maltreatment is defined as "any act or series of acts of commission or omission by a parent or other caregiver (e.g., clergy, coach, teacher) that results in harm, potential for harm, or threat of harm to a child." Commission can be defined as child abuse with the following examples: physical abuse, sexual abuse and psychological abuse. Child neglect defines the term "omission" and includes the following examples: physical neglect, emotional neglect, medical/dental neglect, educational neglect, inadequate supervision and exposure to violent environments.

Physical Abuse

Physical abuse is physical injury that results in substantial harm to the child or the genuine threat of substantial harm from physical injury to the child. The physical injury (ranging from minor bruises to severe fractures or death) can result from punching, beating, shaking, kicking, biting, throwing, stabbing, hitting, burning, choking, or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child.

Suspect Physical Abuse When You See...

- Frequent injuries such as bruises, cuts, black eyes or burns, especially when the child cannot adequately explain their causes
- Burns or bruises in an unusual pattern that may indicate the use of an instrument or a human bite; cigarette burns on any part of the body
- Frequent complaints of pain without obvious injury
- Aggressive, disruptive and destructive behavior
- Lack of reaction to pain
- Passive, withdrawn, emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after the child has not been seen for several days
- Unseasonable clothes that may hide injuries to arms or legs

Neglect

Neglect is failure to provide for a child's basic needs necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services have been offered and refused.

Suspect Neglect When You See...

- Obvious malnourishment
- Lack of personal cleanliness
- Torn and/or dirty clothes
- Obvious fatigue and listlessness
- A child unattended for long periods of time
- Need for glasses, dental, care or other medical attention
- Stealing or begging for food
- Frequent absences or tardiness from school

Emotional Abuse

Emotional abuse is mental or emotional injury that results in an observable and material impairment in a child's growth, development, or psychological functioning. It includes forms of punishment such as confining a child in a dark closet, habitual scapegoating, belittling and rejecting treatment for a child.

Suspect Emotional Abuse When You See...

- Over compliance
- Low self-esteem
- Severe depression, anxiety, or aggression
- Difficulty making friends or doing things with other children
- Lagging in physical, emotional, and intellectual development
- Caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems

Parents/Guardians' Responsibilities Concerning Sexual Abuse and Other Maltreatment of Children

- As a parent, you are legally responsible for the care of your child. You must provide your child with safe and adequate food, clothing, shelter, protection, medical care and supervision, or you must arrange for someone else to provide these things. Failure to do so may be considered neglect.

- As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being abused or neglected. A child who has experienced sexual abuse should be encouraged to seek out a trusted adult.
- As a parent, be aware that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.
- As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services also manage early intervention counseling programs.
- As a parent, if you permit your child to be in a situation where he or she may be injured, than you may be prosecuted for child abuse. The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. If you are frightened for your own safety or that of your child, call 911 or the Child Abuse Hotline at 1-800-252-5400.

Educational Personnel’s Responsibilities Concerning Sexual Abuse and Other Maltreatment of Children

Legal Obligation: Current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours of suspected abuse or neglect. Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to \$2000 (Texas Family code, Chapter 261). Reporting suspected child abuse to your principal, school counselor or superintendent will not satisfy your obligation under this law. West Orange-Cove Consolidated ISD Board Policy FFG (EXHIBIT), attached to this plan, provides the *Notice of Employee Responsibilities for Reporting Child Abuse and Neglect*.

Legal Protection: A report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in “good faith” and “without malice”. In good faith means that the person making the report took reasonable steps to learn facts that were readily available and at hand. Without malice means that the person did not intend to injure or violate the rights of another person. Provided these two conditions are met, one will also be immune from liability if asked to participate in any judicial proceedings that might result from a report.

If You Suspect

- Abuse:** **DON'T** try to investigate
- DON'T** confront the abuser
- DO** report your reasonable suspicions

It is not necessary to determine if one's suspicions are true. A trained investigator will evaluate the child's situation. Even if a report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child.

- A Disclosure:** If you are the first person the child tells about sexual abuse, your testimony as "outcry witness" may be especially important in future legal proceedings. What you say the child told you is not considered "hearsay" but is admissible evidence in a trial involving a sexual offence against a child. This exception applies only to the first person the child approaches.

Report to the

- Following:** Texas Abuse Hotline: 800-252-5400
- Texas Department of Family and Protective Services:
<http://www.txabusehotline.org> 409-252-5400
- Orange Police Department: 409-883-1026
- Pinehurst Police Department: 409-886-2221
- West Orange Police Department: 409-883-0059

Available Counseling Options and Other Resources

To find out what services may be available in your county, see:

http://www.dfps.state.tx.us/Prevention_and_Earlt_Intervention/Programs_In_Your_County/default.asp

The following Web sites might help you become more aware of child sexual abuse and neglect:

- Prevent Child Abuse America: www.preventchildabuse.org
- Prevent Child Abuse Texas: www.preventchildabusetexas.org
- Texas Association Against Sexual Assault: www.taasa.org
- Child Welfare Information Gateway: www.childwelfare.gov
- Texas Department of Family Services: www.dfps.state.tx.us

Counseling Options:

Child Help: Includes programs designated to serve children who are abused including their “Good-Touch-Bad-Touch” program which hopes to eliminate child abuse by bringing prevention education to children and adults everywhere.

Phone: 480-922-8212

Web site: <http://www.childhelp.org>

Stop It Now: Provides a national helpline for supportive guidance, information, and resources. The Helpline is staffed by professionals who can provide assistance in how to deal with suspected child abuse situations. Additional resources are available on their web site.

Phone: 1-888-PREVENT

Email: helpline@stopitnow.org

Web site: <http://www.stopitnow.org>

Notice of Employee Responsibilities for Reporting Child Abuse and Neglect

What are the District's policies addressing child abuse or neglect and my responsibilities for reporting suspected child abuse or neglect?

The applicable District policies—FFG(LEGAL) and (LOCAL), GRA(LEGAL) and (LOCAL), and DH(LOCAL) and (EXHIBIT)—are enclosed in this packet. This distribution is required by state law. At regular intervals, these policies will be addressed in staff development as well. If you have any questions about these policies, please contact human resources director at (409) 882-5610.

What are my legal responsibilities for reporting if I suspect that a child has been or may be abused or neglected?

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Any District employee, agent, or contractor has an additional legal obligation to submit the oral or written report within 48 hours of learning of the facts giving rise to the suspicion.

An employee will make a report if the employee has cause to believe that an adult was a victim of abuse or neglect as a child and the employee determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

Are there any restrictions on reporting?

Under state law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

- Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
- Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

To whom do I make a report?

Reports may be made to any of the following:

- A law enforcement agency: The Orange Police Department, at (409) 883-1026; the Pinehurst Police Department, at (409) 886-2221; or the West Orange Police Department, at (409) 883-0059;
- The CPS division of the Texas Department of Family and Protective Services at (800) 252-5400 or Texas Abuse Hotline Website¹; or

- If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to CPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Reporting your suspicion to a school counselor, a principal, or another school staff member does NOT fulfill your responsibilities under the law. Furthermore, the District cannot require you to report your suspicion first to a school administrator.

Will my report be kept confidential?

State law requires that the identity of a person making a report of suspected child abuse or neglect be kept confidential.

Will I be liable in any way for making a report?

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

What will happen if I don't report suspected child abuse or neglect?

By failing to report a suspicion of child abuse or neglect:

- You may be placing a child at risk of continued abuse or neglect;
- You are violating the law and may be subject to legal penalties, including criminal sanctions;
- You are violating Board policy and may be subject to disciplinary action, including possible termination of your employment; and
- Your certification from the State Board for Educator Certification may be suspended, revoked, or canceled.

What are my responsibilities regarding investigations of abuse or neglect?

State law specifically prohibits school officials from:

- Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect; or
- Requiring that a parent or school employee be present during the interview.

School personnel must cooperate fully and may not interfere with an investigation of reported child abuse or neglect.

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

West Orange-Cove Consolidated Independent School District

North Early Learning Center

Improvement Plan

2020-2021



Mission Statement

The mission of North Early Learning Center is to empower all families in school readiness, focusing on the areas of socialization, health, and academics. With mutual respect and a collaborative effort, children and families become self reliant, productive members of our community.

Vision

North Early Learning Center believes in providing rigorous yet developmentally appropriate instruction in a positive collaborative environment.

School Motto

Learning as we grow, growing as we learn.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity	Student	Percentage
American Indian	1	.3%
African American	166	57%
White	42	14%
Hispanic	54	18.6%
Two or More Races	23	7.9%
Asian	4	1.4%

Student Sub Populations	Total	Percentage
Male	158	54.5%
Female	132	45.5%
Economically Disadvantaged	290	100%
LEP	42	14.5%
Homeless	20	6.9%
Foster Care	7	2.4%
Campus Mobility Rate	0	0%

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Demographics Strengths

Maintaining Head Start funded enrollment of 239 and Pre-K enrollment with an active waiting list for Head Start.

All slots are filled within a few days of students withdrawing.

Our LEP population is growing; therefore, we are increasing the number of ESL certified teachers and we have created a bilingual pre k program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A large amount of 3 year olds not receiving services **Root Cause:** Lack of childcare partnerships

Student Achievement

Student Achievement Summary

3-year-old program 4-year-old program

83% of 3 years olds scored above potential delay on the Dial 4
above potential delay on the Dial 4

85% of 3 years olds scored

17% scored as potentially delayed on the Dial 4
delayed on the Dial 4

15% scored as potentially

Our growth area for 3-year-olds is language
olds is language

Our growth area for 4-year-

NELC is paired with WOSE for accountability purposes.

Accountability for 2020: Not Rated-Declared State of Disaster

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Student Achievement Strengths

The growth over the past year is 20%. Overall 84% of students are meeting expectations. 85% of 4 year olds are Kindergarten ready.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Language is a growth area for us as a campus. **Root Cause:** Lack of exposure and delay from home.

Problem Statement 2: New bilingual program and lack of some resources. **Root Cause:** The number of Hispanic students speaking Spanish entering the program has increased.

Problem Statement 3: School readiness goal mastery **Root Cause:** Lack of focus for school readiness goals

School Culture and Climate

School Culture and Climate Summary

This year we are working on improving a sense of trust and communication between all parties.

School Culture and Climate Strengths

Staff passion for teaching is evident.

Staff accommodates all student needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is a lack of communication between case workers and teaching staff. **Root Cause:** Everyone does not have access to Child Plus so they are not able to see the information that has been inputted for their students.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Overall, we have great teacher retention. We grow our own and have turn over in the area of teaching assistants. Several of these have resigned to further their education or obtained a teacher position.

Staff Quality, Recruitment, and Retention Strengths

Our goal is to hire highly qualified staff

Staff appreciation activities

Staff growth in leadership areas

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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Problem Statement 1: There is a lack of professional development geared towards early childhood. **Root Cause:** Candidates and employees do not come with the education of what early childhood requires.

Problem Statement 2: Lack of support for new teacher aides. **Root Cause:** Staff turnover.

Problem Statement 3: Lack of a focus on wellness **Root Cause:** Understanding the importance of health and wellness

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Research based curriculum in both 3 and 4 year old programs

Four year olds are more socially emotionally ready for school.

Specials added to the master schedule fosters inquiry and creativity through science lab, student library, gardening, and extended center time.

Morning meeting times were altered to be more interactive

***BE SURE TO ADD INFO. ABOUT OUR REMOTE-LEARNING CAPABILITIES, ONE-TO-ONE WITH DEVICES, ETC.**

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of knowledge of Head Start Standards and Head Start Early Learning Outcomes Framework (HSELOF). **Root Cause:** Recent changes to the standards and lack of training. ⁹¹

Problem Statement 2: There is a lack of math, literacy, science, and social studies circle times. **Root Cause:** The master schedule did not allow time for circle times.

Problem Statement 3: Increase in childhood trauma **Root Cause:** Various instances including but not limited to (neglect, COVID19, child abuse, hurricanes, etc.)

Parent and Community Engagement

Parent and Community Engagement Summary

We offer monthly parent engagement activities. Participation varies. We repeat activities that are attractive to parents each year. We look for their interest or needs and try to accommodate.

Parent and Community Engagement Strengths

Offer activities at different times of the day to accommodate all parents and community

Parent meetings are geared to parent and community interest based on information collected from family services

Parents are always welcomed and encouraged to participate

All activities are listed on monthly calendars sent home to parents in English and Spanish

Campus webmaster works to keep families updated through social media and call outs

We utilize our district director of communications

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Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of streamline comprehensive services **Root Cause:** Lack of community partnerships in certain areas

School Context and Organization

School Context and Organization Summary

We have many systems in place that allow for our program to be successful overall.

School Context and Organization Strengths

Staff set goals and work towards achievement with help of needed team members support

Needs are addressed with targeted professional development

Abundant resources are available

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of knowledge of all components of Head Start. **Root Cause:** Leadership turnover.

Problem Statement 2: Lack of knowledge of all Texas Pre-K regulations **Root Cause:** Leadership keeping up with changes in Texas Pre-K laws

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Technology

Technology Summary

The district as provided us with a great amount of technology to enhance instruction and learning. We plan to utilize our technology admin to help us learn how to use the equipment fully and how we can integrate into our lessons to help make our classrooms interesting and engaging.

Technology Strengths

Updated technology - interactive white boards that students and teachers can use easily to enhance instruction

5 Chromebooks in every classroom for student use during stations

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of training and lack of technical assistance and support **Root Cause:** There is a limited amount of knowledgeable staff and technology support

Problem Statement 2: Integration of technology into curriculum **Root Cause:** Lack of technology curriculum training

Problem Statement 3: Limited connectivity issues **Root Cause:** Sporadic WiFi connection which increases user frustration

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

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Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: The North Early Learning Program will enhance school readiness by providing innovative, high-quality early education and child development services to enrolled children, including those with disabilities and dual language learners, that will promote children's growth across each domain of development.

Performance Objective 1: The North Early Learning Program will ensure that 85% of students that are promoted to kindergarten are considered kindergarten ready.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DIAL and CLI Engage data, student portfolios, anecdotal notes

Summative Evaluation: None

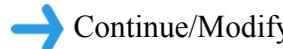
- Strategy 1:** 1. Analyze data to make smart decisions
 2. Use Preschool Early Language & Literacy Including Mathematics (CIRCLE) Best Practices to administer lessons in person or virtually
 3. Implement and monitor the use of the Texas Pre-K Guidelines and the Early Learning Outcomes Framework both in person and virtually
 4. Teach through experience based classrooms that allow students to have real life experiences as they work through the curriculum and school readiness goals. This will allow for daily STEAM opportunities and college and career readiness support both in person and virtually
 5. Build and utilize a strong coaching and mentoring plan
 6. Cross curricular instruction
 7. Provide monthly opportunities for parent engagement and involvement with school readiness goals as a focus.
 8. Individualization (RTI) to meet individual student needs
 9. Home visits/ Parent Conferences

<p>Strategy's Expected Result/Impact: All staff will be Class certified and CIRCLE trained.</p> <p>Students will comprehend and use increasingly complex and varied vocabularies in conversations</p> <p>Students will develop and demonstrate the ability to use math and science concepts</p> <p>Students will master pre-reading skills</p> <p>Families will learn how to help their children with school readiness goals at home</p> <hr/> <p>Staff Responsible for Monitoring: Principal/Program Director, Education Coordinator; Teaching Staff; Teaching Assistants; Program Managers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <hr/> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Problem Statements: None

Funding Sources:
 199 - General Fund \$25,050
 205 - Head start \$74,206






Goal 2: The North Early Learning Program will establish an enriched program to be recognized as a leader in the community for early childhood and community outreach programs.

Performance Objective 1: We will increase our student wait-list by 5% each year and build community partnerships by 20%.

Targeted or ESF High Priority

Evaluation Data Sources: Waiting list year comparisons, comprehensive advertisement/marketing plan, partnership agreements/contracts, certificates of completion

Summative Evaluation: None

- Strategy 1:** 1. Develop a marketing plan to recruit age eligible students and families across the entire service area
 2. Utilize community outreach opportunities
 3. Hold events to promote available services to families in need
 4. Meet the needs of individual professional develop questionnaires for staff and families (goal setting)
 5. Build and utilize meaningful childcare partnerships within the service area
 6. Provide reduced fees or scholarships for childcare

Strategy's Expected Result/Impact: Streamline comprehensive services to educate and provide families with accessible information and services that will promote whole family growth

Develop highly trained staff in areas that affect and support early childhood development through adversity

Ensure all eligible students are enrolled in a high quality early childhood program within the service area until they are able to enroll in to the Head Start Program at North Early Learning Center from the wait-list.

Staff Responsible for Monitoring: Principal/ Program Director
 Teachers and Teaching Assistants
 Education Coordinator
 Parent Engagement Coordinator
 ERSEA Coordinator
 Program Managers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
 199 - General Fund \$11,400
 205 - Head start \$94,025

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Formative

Nov

Jan

Mar

Summative

June

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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: North Early Learning Center will ensure all students experience a safe school and classroom environment that furthers their academic knowledge and functional, physical, and social-emotional skills, by providing health services to improve the well-being of children, families, and staff that maximizes quality of life.

Performance Objective 1: The North Early Learning Program will ensure 80% of families and staff will meet or exceed the program goal for overall family wellness needs.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: lesson plans, schedules, classroom walkthroughs, contracts, MOUS, field trip opportunities away from the campus and on-site

Summative Evaluation: None

- Strategy 1:** 1. Childhood trauma education
 2. Offer a large variety of parenting opportunities
 3. Assist families with transportation to address medical, dental, and/or mental health needs
 4. Increase the utilization of our School Health Advisory Committee/Health Service Advisory Committee meetings to build partnerships between mental and medical needs
 6. Campus Consultants

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Strategy's Expected Result/Impact: Develop a framework for supporting a culture change that will focus on overall health and wellness.

Engage staff, families, and community members in becoming better health care consumers.

Staff Responsible for Monitoring: Education Coordinator, Family Engagement Coordinator, Community Partnerships, Nurse, Nutritionist, Teachers, Teaching Assistants, Principal/Program Director, Mental Health Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

Funding Sources:
 199 - General Fund \$77,620
 205 - Head start \$43,500

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$25,050.00
2	1	1			\$11,400.00
3	1	1			\$77,620.00
Sub-Total					\$114,070.00
205 - Head start					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$74,206.00
2	1	1			\$94,025.00
3	1	1			\$43,500.00
Sub-Total					\$211,731.00
Grand Total					\$325,801.00

Addendums

West Orange-Cove Consolidated Independent School District

West Orange Stark Elementary

Improvement Plan

2020-2021



Mission Statement

The mission of West Orange-Stark Elementary is to provide all students an equal and safe opportunity to learn, grow and succeed, as well as encourage them to work together and empower each other, to be productive members of a culturally diverse society.

Vision

West Orange-Stark Elementary is committed to meeting the diverse needs of each child by engaging all students in rigorous academic activities, which promote higher level thinking, and to encourage and grow each student in their continued academic achievements.

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School Motto

Working

On

Success

Everyday!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Orange-Stark Elementary School is located in West Orange Cove-CISD. According to the Texas Education Agency (TEA) 2019 Accountability Ratings overall summary report, our campus received a D rating. We are a Title I campus with 67.7% economically disadvantaged (Eco. Dis.) students, 9.2% English Learners (EL), and 11.6% special education (SPED) students. Our campus currently has about 1,119 students in kindergarten through 5th grade.

The following areas were identified as areas of need within WOSE demographics:

- Knowledge of the exact number of students who fall under each sub-population
- More male presence on campus as community volunteers or West Orange-Stark High School students

Student Achievement

Student Achievement Summary

Accountability Rating 2020: Not Rated-Declared State of Disaster

West Orange-Stark Elementary School received a D Rating.

The Texas Education Agency (TEA) 2019 Accountability Ratings Overall Summary document revealed the following:

	Component Score	Scaled Score	Rating	
Overall		61	D	
Student Achievement		54	F	
STAAR Performance	28	54		
College, Career, and Military Readiness				
Graduation Rate				
School Progress		60	D	110
Academic Growth	64	60	D	
Relative Performance (Eco. Dis: 67.7%)	28	53	F	
Closing the Gaps	31	63	D	

The following subgroups were determined as areas of need to close achievement gaps:

- Economically Disadvantaged Students
- Continuously Enrolled
- EL (Current and Monitored)
- Special Education

2019 STAAR Results:

<u>Grade</u>	<u>Subject</u>	<u>2018</u>	<u>2019</u>	<u>Difference</u>
3	Reading	55	50	-5
3	Math	51	45	-6
4	Reading	43	51	+8
4	Math	61	51	-10
4	Writing	37	39	+2
5	Reading	51	59	+8
5	Math	62	65	+3
5	Science	38	45	+7

Student Achievement Strengths

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According to the 2019 Closing the Gaps Status Table, our campus met the **Growth Status** targets in the following areas:

- African American (ELA/Reading)
- Hispanic (ELA/Reading)
- Economically Disadvantaged (ELA/Reading)
- Special Education (ELA/Reading)
- EL Current & Monitored (ELA/Reading)
- Non-Continuously Enrolled (Math)

School Culture and Climate

School Culture and Climate Summary

West Orange-Stark Elementary School supports our district's initiative of growing all students at least one academic year during a given school year. We realize that our school's culture and climate must include a joint effort where *all means all* in order to increase student achievement. We welcome parent and community involvement as we increase school pride and respect amongst staff, students, and parents. What's more, we embrace the following motto throughout the school year: *Working on Success Everyday!*

The following areas were identified as areas of need within WOSE school culture and climate:

- Provide newsletters
- Implement additional information nights
- Additional curriculum planning sessions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

West Orange-Stark Elementary School is a K-5 campus. We have dedicated teachers on each grade level that bring a variety of experiences. Moreover, our teachers are supported and provided with professional development to enhance student achievement. Teachers engage in Professional Learning Communities (PLCs) and district professional development to gather innovative skills for achieving and exceeding learning goals. The sessions range from Balanced Literacy, differentiated instructional strategies, Response to Intervention (RTI) discussions, Eduphoria, TEKS Resource System, and T-TESS trainings.

The following areas were identified as areas of need within WOSE staff quality, recruitment, and retention:

- Certified teachers within their content area of expertise
- Increased number of EL certified teachers
- Actively recruit teachers from diverse backgrounds
- Support administrators in their development as instructional leaders
- Implement vertical alignment sessions to support all teachers
- Provide additional time for teachers to observe other teachers
- Utilize surveys to gather feedback from teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

West Orange-Stark Elementary School's main goal is to support and improve student achievement. Our teachers are provided with training to utilize the TEKS Resource System to access objectives. Our teachers utilize the TEKS Resource System Instructional Focus Documents (IFD) and the Year at a Glance (YAG) documents to plan instructional lessons. Through horizontal and vertical planning, we are dedicated to improving our reading, mathematics, writing, and science instruction by at least 10% in all areas. We will use previous STAAR data and Imagine Learning data to support daily interventions. The campus interventionists will assist in ensuring our Response to Intervention is implemented with fidelity. In addition, we will provide daily GT Enrichment sessions during intervention time to our students identified as Gifted and Talented. We will continue to implement differentiation strategies and best practices using Get Better Faster instructional coaching techniques presented by members of our campus instructional leadership team. Unit assessments will be closely monitored by the academic coach and dean to ensure TEKS alignment of the instructional objectives within the time frame. WOSE will follow the assessment calendar presented by the district's assistant superintendent of curriculum and instruction to ensure accurate data is entered in a timely manner in order to effectively drive our instruction. These techniques will benefit all students by addressing their individual learning styles.

The following areas were identified as areas of need within WOSE curriculum, instruction, and assessment:

- Alignment of instruction and assessment to support and challenge all student sub-populations
- Assist teachers with designing lessons to address the needs of all student sub-populations

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Curriculum, Instruction, and Assessment Strengths

Parent and Community Engagement

Parent and Community Engagement Summary

West Orange-Stark Elementary School is committed to involving all stakeholders in the learning process. We will encourage our parents to attend special events on campus through web updates, phone calls, and letters home. Our goal is to plan events throughout the school year to involve all community members in the learning process. These programs include: Family Literacy Night, Book Fair, STAARY Night, STAAR Parent Night, Father/Daughter Dance, Mother/Son Dance, and music programs.

The following areas were identified as areas of need within WOSE family and community involvement:

- Increase contact with all stakeholders
- Increase family and community involvement in all activities
- Involve family and community members in school decisions
- Provide community outreach opportunities, including our campus community liaison
- Utilize various translation apps to communicate with parents as needed

School Context and Organization

School Context and Organization Summary

West Orange-Stark Elementary believes in promoting a positive image within our school and community. We will celebrate our successes by sharing with all stakeholders via our students, staff, and the media. Furthermore, we will provide a safe and secure learning environment. Visitors will be screened upon entry for symptoms of COVID-19. They are required to wear face coverings throughout the visit as well. Also, various safety drills have been scheduled throughout the school year by our assistant principals to provide practice for critical circumstances or severe weather threats.

The following areas were identified as areas of need within WOSE school context and organization:

- Utilize and implement CHAMPS guidelines with fidelity to curtail negative behavior in all common areas
- Invite additional community leaders to serve on the Campus Improvement Plan (CIP) team

Technology

Technology Summary

West Orange-Stark Elementary School received Lenovo Chromebooks for all students. Our teachers utilize the devices to manage guided reading and math groups. On top of that, our students use the computer lab during their intervention times to access Imagine Math and Imagine Reading. In addition, all teachers received interactive panels to improve student achievement.

The following areas were identified as areas of need within WOSE technology systems:

- Follow district's plan for software updates and maintaining technology equipment
- Increase technology expertise amongst staff members through trainings with our district's instructional technologist
- Utilizing Eduphoria to input technology requests for technology work orders in a timely fashion

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Revised/Approved: September 21, 2020

Goal 1: WOSE will enhance programs to meet individualized student needs.

Performance Objective 1: By June 2021, WOSE students will show at least 10% growth in 3rd, 4th, and 5th grade Reading.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Improved performance on STAAR Reading assessments

Summative Evaluation: None

Strategy 1: Analyze data to provide instructional strategies that support different sub-populations	
Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps	Formative ¹²⁰
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	June

Strategy 2: Utilize previous STAAR data to generate Plus 10 goals for individual students

<p>Strategy's Expected Result/Impact: -Improved performance in Domain 2: School Progress -Each student will achieve at least one year of growth</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Dean of Instruction Literacy Coach Interventionist Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 3: Utilize universal screener to place students in appropriate tier levels during interventions

<p>Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p>	Formative
	Nov¹²¹
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 4: Use Imagine Learning lessons and TEKS aligned resources to target specific areas during interventions	
Strategy's Expected Result/Impact: -Student growth in overall reading abilities	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach Interventionist	Nov Jan Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	
Comprehensive Support Strategy	
Additional Targeted Support Strategy	
Summative	
June	
Strategy 5: Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students	
Strategy's Expected Result/Impact: -Utilizing resources with fidelity -Monitoring of student growth -Providing feedback	Formative
Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Dean of Instruction Literacy Coach Interventionist	Nov Jan ¹²² Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	
Comprehensive Support Strategy	
Summative	
June	

Strategy 6: Update data room after each unit assessment to improve instructional practices

<p>Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach Interventionist</p> <hr/> <p>Title I Schoolwide Elements: 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 7: Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals

<p>Strategy's Expected Result/Impact: -Data-driven decisions -Decreased learning gaps -Student growth</p> <hr/> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Literacy Coach Interventionist</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 8: Share differentiation strategies during our PLCs

Strategy's Expected Result/Impact: -Increased student growth and achievement -Close achievement gaps	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	
Comprehensive Support Strategy	
	Summative
	June

Strategy 9: Implement the Response to Intervention (RtI) process with fidelity

Strategy's Expected Result/Impact: -Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings	Formative
	Nov Jan 124 Mar
Staff Responsible for Monitoring: Principal Associate Principal Campus Level RtI Committee Grade Level RtI Committee	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	
	Summative
	June

Strategy 10: Utilize Star Reading assessments to identify students' Zone of Proximal Development and Index Reading Level in order to select books within their reading level

Strategy's Expected Result/Impact: Increase independent reading Increase comprehension	Formative
	Nov
Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: By June 2021, WOSE students will show at least 10% growth in 3rd, 4th, and 5th grade Mathematics.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Improved performance on STAAR Mathematics assessments

Summative Evaluation: None

Strategy 1: Analyze data to provide instructional strategies that support different sub-populations		
Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps		Formative
Staff Responsible for Monitoring: Principal		Nov
Associate Principal		Jan
Dean of Instruction		Mar
Assistant Principals		
Interventionist		Summative
Literacy Coach		June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	126
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 2: Utilize previous STAAR data to generate Plus 10 goals for individual students

<p>Strategy's Expected Result/Impact: -Improved performance in Domain 2: School Progress -Each student will achieve at least one year of growth</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach Teachers</p>	Formative
	Nov
	Jan
	Mar
Summative	
June	
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources:</p>
<p>ESF Levers: None</p>	<p>None</p>

Strategy 3: Utilize universal screener to place students in appropriate tier levels during interventions

<p>Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Interventionist</p>	Formative
	Nov¹²⁷
	Jan
	Mar
Summative	
June	
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources:</p>
<p>ESF Levers: None</p>	<p>None</p>
<p>Comprehensive Support Strategy</p>	
<p>Additional Targeted Support Strategy</p>	

Strategy 4: Use Imagine Learning lessons to target specific areas during interventions

Strategy's Expected Result/Impact: -Student growth in overall mathematics abilities		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Interventionist		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	410 - Instructional Materials Allotment	
Comprehensive Support Strategy	211 - ESEA Title I, Part A \$11,500	
Additional Targeted Support Strategy		

Strategy 5: Update our data room after each unit assessment to improve instructional practices

Strategy's Expected Result/Impact: -Progress monitoring -Student growth -Knowledge of students		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach		Nov
		Jan₁₂₈
		Mar
Title I Schoolwide Elements: 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 6: Monitor interventions and provide timely feedback via Eduphoria to ensure that instructional practices support all students

<p>Strategy's Expected Result/Impact: -Utilizing programs with fidelity -Monitoring of student growth -Providing feedback</p> <hr/> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Dean of Instruction Interventionist</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 7: Employ data talks during PLCs to determine the deepest holes, target specific learning standards, and generate future goals

<p>Strategy's Expected Result/Impact: -Data-driven decisions -Decreased learning gaps -Student growth</p> <hr/> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Interventionist</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov ¹²⁹
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 8: Share differentiation strategies during our PLCs

<p>Strategy's Expected Result/Impact: -Increased student growth and achievement -Close achievement gaps</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 9: Implement the Response to Intervention (RtI) process with fidelity

<p>Strategy's Expected Result/Impact: -Increased student growth and achievement in each tier -Timely identification of students -Careful analysis of student growth through regularly scheduled meetings</p> <p>Staff Responsible for Monitoring: Principal Associate Principal RtI Campus Level Committee RtI Grade Level Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan 130
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: By May 2021, WOSE students will show at least 10% growth in 4th grade Writing.

Targeted or ESF High Priority

Evaluation Data Sources: Improved performance on STAAR Writing assessment

Summative Evaluation: None

Strategy 1: Analyze data to provide instructional strategies that support different sub-populations		
Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps		Formative
Staff Responsible for Monitoring: Principal		Nov
Associate Principal		Jan
Dean of Instruction		Mar
Assistant Principals		
Interventionist		Summative
Literacy Coach		June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	131

Strategy 2: Utilize Eduphoria Aware reports to disaggregate data to identify lowest performing subgroups (Economically Disadvantaged and Two or More Races)

<p>Strategy's Expected Result/Impact: -Data-driven instruction -Knowledge of students</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach Interventionist CLT Members</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 3: Utilize campus-wide writing strategies 132

<p>Strategy's Expected Result/Impact: -Student growth and achievement -Increased content knowledge and expertise -Writing activities vertically aligned</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$6,300</p>	

Strategy 4: Utilize journals and writing portfolios through a Balanced Literacy approach

Strategy's Expected Result/Impact: -Progress monitoring
 -Writing activities in journals and portfolios aligned to TEKS
 -Writing will be supported through increased reading skills

Staff Responsible for Monitoring: Principal
 Associate Principal
 Dean of Instruction
 Assistant Principals
 Literacy Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

255 - ESEA Title II, Part A Teacher & Principal Tr \$250

ESF Levers: None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: By June 2021, WOSE students will show at least 10% growth in 5th grade Science.

Targeted or ESF High Priority

Evaluation Data Sources: Improved performance on STAAR Science assessment

Summative Evaluation: None

Strategy 1: Analyze data to provide instructional strategies that support different sub-populations	
Strategy's Expected Result/Impact: -Improved performance in Domain 3: Closing the Gaps	Formative
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Interventionist Literacy Coach Numeracy Coach	Nov
	Jan
	Mar
	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	134

Strategy 2: Improve academic vocabulary by utilizing content vocabulary listed in the TEKS Resource System curriculum and TEKS aligned resources

<p>Strategy's Expected Result/Impact: -Reflected in journals for students -Improvement on unit assessments</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$2,000</p>	

Strategy 3: Increase teacher content knowledge and expertise through meaningful professional development opportunities, such as CAST, Mini-CAST, and Jason Project 135

<p>Strategy's Expected Result/Impact: -Student achievement will increase on all assessments -Improved teacher quality</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 199 - General Fund \$2,500</p>	

Strategy 4: Use of hands-on labs at least 1-2 times weekly

Strategy's Expected Result/Impact: -Student growth and achievement -Lab opportunities increased	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction	Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	
Problem Statements: None Funding Sources: None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: WOSE will upgrade technology throughout the campus.

Performance Objective 1: Incorporate technology chromebooks and interactive projectors into lesson plans and daily activities

Evaluation Data Sources: Increased chromebook and interactive projector usage

Summative Evaluation: None

Strategy 1: Integrate keyboarding skills within our specials rotation to teach students proper typing strategies and key stroking techniques	
Strategy's Expected Result/Impact: -Students will develop the fundamental skills required to interact with the chromebooks	Formative
Staff Responsible for Monitoring: Computer Lab Paraprofessional Dean of Instruction	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June 137
Funding Sources: None	
Strategy 2: Incorporate chromebooks and interactive projectors into lessons through differentiated instruction, including guided reading groups and guided math groups	
Strategy's Expected Result/Impact: -Increased technology for student use -Lessons integrated with technology	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach District Technology staff	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Comprehensive Support Strategy	

Strategy 3: Incorporate chromebooks into lessons to encourage Project-Based Learning to reach our high achieving students

Strategy's Expected Result/Impact: -Increased technology for student use -Lessons integrated with technology	Formative
	Nov
Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach	Jan
	Mar
Title I Schoolwide Elements: 2.5	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Involve teachers in campus and district technology trainings offered by the instructional technologist

Evaluation Data Sources: Increase technology expertise among staff members

Summative Evaluation: None

Strategy 1: Provide training to support Classlink as a platform to access all instructional programs throughout the school year	
Strategy's Expected Result/Impact: -Increase instructional time on a daily basis	Formative
Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Dean of Instruction Literacy Coach Teachers Instructional Technology Specialist	Nov
	Jan
	Mar
	Summative
	June
Title I Schoolwide Elements: 2.5	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None 139
Strategy 2: Invite district technology staff to train teachers in ways to integrate technology into lessons	
Strategy's Expected Result/Impact: -Increased technology integration	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Instructional Technologist	Nov
	Jan
	Mar
	Summative
	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 3: Provide Skyward training as an initial training for new staff members and refresher for returning staff

Strategy's Expected Result/Impact: -Increased knowledge of students, grading policy, and attendance		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction District Instructional Technologist		Nov Jan Mar
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: None	June
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: WOSE will provide opportunities to increase family involvement.

Performance Objective 1: Increase school and community involvement

Strategy 1: Utilize translation apps to communicate effectively with parents	
Strategy's Expected Result/Impact: -Increased parental involvement throughout the school year	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Counselors	Nov
Title I Schoolwide Elements: 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Increase parent/teacher communication and involvement by offering opportunities, such as: Meet the Teacher, Family Literacy Night, Book Fair, STAARY Night, musical programs, school improvement and open house meetings.	
Strategy's Expected Result/Impact: -Sign in sheets, parent logs, informational call-outs -Parent/teacher communication increased parental involvement	Formative ¹⁴¹
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Counselors	Nov
Title I Schoolwide Elements: 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: WOSE will maintain a quality staff.

Performance Objective 1: 100% of teaching staff will be certified.

Evaluation Data Sources: Certification checks

Summative Evaluation: None

Strategy 1: Provide long-term substitutes, teachers new to the teaching profession and campus with mentors	
Strategy's Expected Result/Impact: -Retain teachers	Formative
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: 2.5	June
TEA Priorities: None	142
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: The dean of instruction and academic coaches will assist teachers with implementing research-based instructional strategies, meaningful feedback, lesson planning techniques, and data analysis.

Strategy's Expected Result/Impact: -Teacher retention -Teacher support Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Literacy Coach Numeracy Coach Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: None	

Strategy 3: All available administrators will assist in selecting new hires.

Strategy's Expected Result/Impact: -Hiring of quality, certified staff members Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Title I Schoolwide Elements: 2.4, 2.6 TEA Priorities: None ESF Levers: None	Formative
	Nov¹⁴³
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: None	

Strategy 4: All teaching staff will be trained in best practices for teaching utilizing Get Better Faster, Frontline Education, and other professional development opportunities at our ESC.

Strategy's Expected Result/Impact: -T-TESS academic and professional goals are accomplished		Formative
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Literacy Coach Numeracy Coach Assistant Principals		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources: 199 - General Fund \$6,200	
ESF Levers: None		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: WOSE will promote a positive image.

Performance Objective 1: Provide a safe and secure learning environment

Evaluation Data Sources: Positive image through multiple resources

Summative Evaluation: None

Strategy 1: Invite additional business leaders to serve on our Campus Improvement Plan (CIP)Team	
Strategy's Expected Result/Impact: -Increased community partnerships	Formative
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals Campus Improvement Plan (CIP) Team	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	145
Problem Statements: None	
Funding Sources: None	
Strategy 2: WOSE will maintain an up-to-date website describing upcoming events and important dates.	
Strategy's Expected Result/Impact: -Photos, calendar, and announcements will reflect current activities and events	Formative
Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Secretary Webmaster	Nov Jan Mar
Title I Schoolwide Elements: 3.2	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: Implement CHAMPS with fidelity

<p>Strategy's Expected Result/Impact: -Quiet and orderly hallways -Improved behaviors -Decreased office referrals -Increased student engagement -Safe, orderly cafeteria</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Dean of Instruction Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 4: Build a bridge between the community and school through the community liaison's home visits and consistent communication

<p>Strategy's Expected Result/Impact: -Increased attendance -Decrease in discipline behaviors -Positive communication with school and community -Parent contact logs</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Community Liaison Assistant Principals</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 5: Communicate successes by sending home newsletters and uploading photos to the district's Facebook page

Strategy's Expected Result/Impact: -Positive communication with school and community		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Associate Principal Secretary Webmaster		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	Summative June
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annely Domas	Literacy Coach	WOSE	1.0
Brit'ny Colbert	Aide	WOSE	1.0
Ciciley Lewis	4th Grade RLA	WOSE	1.0
Dana Nance	Interventionist	WOSE	1.0
Depauldrick Garrett	Liaison	WOSE	1.0
Kathy Fuqua	Numeracy Coach	WOSE	1.0
Melanie Lee	Aide	WOSE	1.0
Yunekia Pollard	Dean of Instruction	WOSE	1.0

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$6,300.00
1	4	2			\$2,000.00
1	4	3			\$2,500.00
4	1	4			\$6,200.00
Sub-Total					\$17,000.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$11,500.00
Sub-Total					\$11,500.00
255 - ESEA Title II, Part A Teacher & Principal Tr					
					149
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$250.00
Sub-Total					\$250.00
410 - Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$28,750.00

Addendums

West Orange-Cove Consolidated Independent School District

West Orange Stark Middle School

Improvement Plan

2020-2021



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Mission Statement

West Orange-Stark Middle School will educate and foster the growth and development of well-rounded students in a safe, continuously evolving environment. Through collaboration with all stakeholders, our students will be equipped to take a positive role in society as productive citizens and develop their personal commitment to life-long learning.

Vision

Through academic excellence, value added mindset, and STALLION PRIDE, West Orange ~ Stark Middle School will transform into a premier middle school where purposeful intent, sincere commitment, and uncompromisable excellence produce an environment where students and teachers ... think of the unthinkable, do the impossible, and teach and learn without limits.

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Comprehensive Needs Assessment

Needs Assessment Overview

Area 1: Student Achievement

- Close student achievement gaps and increase student progress in all core subjects
- Continue to make improvements and advancements in instructional programs
- Create student self-monitoring systems to promote student awareness of progress
- Track all student groups using state academic assessments and unit assessment data
- Improve interventions and supports for all students during Stampede
- Use math/reading universal screeners, unit assessments, and STAAR data to strengthen RTI referral process

AREA 2: Staff Quality, Retention, and Recruitment

- Recruit, train, and support administrators and teachers in their development of being an instructional leader
- Use multiple measures to identify highly-qualified instructors
- Cultivate and capitalize on instructional leadership and instructional development
- Provide PD and support teachers for the specific challenges posed by working in a high needs instructional environment
- Evaluate effectiveness of professional development programs
- Continue to actively recruit teachers from diverse backgrounds
- Request an ESL teacher solely for our campus
- Request additional fine arts and electives positions

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Area 3: Family & Community Involvement

- Increase family and community involvement in all instructional activities
- Increase family and community member involvement in school decisions through committees and organizations
- Provide all stakeholders with opportunities to increase their understanding of families' background, culture, and goals for students
- Increase two-way communication between school and home

Area 4: Curriculum & Instruction

- Curriculum, lesson plans, instruction, and assessments in all core areas aligned with the rigor of state assessments
- Integrate curriculum horizontally across core subjects
- Increase reading and writing fluency in all grade levels
- Continue to have meaningful PLCs and PD that will impact our overall outcomes

- Opportunities for teachers to improve instructional delivery through observations of model teaching

Area 5: School Context & Organization

- Communicate effectively with all departments and stake holders.
- Set high expectations for all departments and student organizations
- Celebrate successes (ALL)

Area 6: Technology

- Continue long term plan for maintaining and updating equipment/software on all campuses; some technology has been incorporated and updated this school year
- Technology training will continue to be offered at appropriate times and by using hands on methods
- Continue PD on interactive panels and chrome books

Area 7: School Culture and Climate

- Increase the opportunities for parent participation
- Increase school culture and pride among staff, students, and parents

Area 8: Demographics

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- Continue to use interventions and communication to improve attendance rates
- Build on the trends of increased enrollment through communication and through the promotion of a positive district and campus image

School Processes & Programs

School Processes & Programs Summary

Personnel - All of our new teachers, as well as new teachers to the district, are paired with a mentor. Collaborative planning is a non-negotiable on our campus. We will continue to have meaningful PLCs and PD that will impact our overall outcomes. We will continue to provide opportunities for teachers to improve instructional delivery through observations of model teaching.

School Processes & Programs Strengths

The culture of our campus is to support one another. The academic coaches, CILT, and admin team goes over and beyond to support our staff, hence our low turn over rate this year.

Perceptions

Perceptions Summary

Our motto is to love our students and teach them. Within those beliefs, everything we do is in the best interests of our students. We strive to offer a safe learning environment where all students make progress.

Perceptions Strengths

We pride ourselves in educating the whole child, from planning relevant, meaningful lessons to preparing students for the real world.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR Released Test Questions
- Local benchmark or common assessments data
- State-developed online interim assessments

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Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 1: Increase student growth and mastery level scores to meet the state average on the STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: Improved academic growth
Improved performance on unit assessments and STAAR

Summative Evaluation: None

Strategy 1: Student-led activities Technology integration	
<p>Strategy's Expected Result/Impact: Progress in student achievement in all areas Increased student usage of technology positively impacting the learning experience whether in person or online Increased engagement in research based curriculum and computerized programs to enhance instruction (Studysync, Stemscoptes, and Lowman) for online and virtual learners, positively impacting unit assessments and STAAR</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Numeracy Coach Literacy Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p>	Formative
	Nov ¹⁶
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 2: Academic vocabulary development for all students

Strategy's Expected Result/Impact: Increased vocabulary growth; improved performance on unit assessments and STAAR		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction CILT Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Additional Targeted Support Strategy		

Strategy 3: Students will use journal writing to reinforce writing skills and to explain processes, experiments, record findings, record data, and to enhance literacy; students will share writing

Strategy's Expected Result/Impact: Evidence of improved writing skills in all subjects; improved performance on unit assessments and STAAR		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction CILT Teachers		Nov
		Jan ¹⁶²
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 4: Increase focus on the student learning expectation and essential question

<p>Strategy's Expected Result/Impact: Student grades Formative/summative assessments Unit assessments RPM Boards</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach Numeracy Coach Assistant Principals Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: Improve low-performing schools</p> <hr/> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

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Strategy 5: Continue implementing the writing process (Writing by Colors writers' workshop)

<p>Strategy's Expected Result/Impact: Strengthen students writing across the curriculum Student grades Formative/summative assessments Unit assessments</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Literacy Coach ELAR Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 6: Continue Balanced Literacy program into reading curriculum

<p>Strategy's Expected Result/Impact: Increased frequency of small group instruction Student Grades Formative/summative Assessments Unit Assessments</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach ELAR Teachers Inclusion Teachers Inclusion Aides</p> <hr/> <p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 7: Inclusion support for special education students

<p>Strategy's Expected Result/Impact: Student grades Formative/summative assessments Unit assessments</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Numeracy Coach Literacy Coach Inclusion CILT member ELAR Inclusion Teacher Math Inclusion Teacher Inclusion Aides</p> <hr/> <p>Title I Schoolwide Elements: 2.4 TEA Priorities: Improve low-performing schools ESF Levers: Lever 5: Effective Instruction</p> <p>Results Driven Accountability</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 8: Students will receive RTI support through small group intervention and Imagine Learning/computer based intervention, before and after school tutorials, and small group instruction

<p>Strategy's Expected Result/Impact: Progress Monitoring Student grades Formative and summative assessments Unit assessments</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Literacy Coach Numeracy Coach Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 9: Integrate advanced academic programs that meet students' individual needs for all identified gifted and talented/advanced students

Incorporate Spring Board curriculum in advanced reading classes

Algebra Curriculum/EOC

Administer PSAT to students in any advanced core class.

Strategy's Expected Result/Impact: Increase in the performance of students in advanced academic classes		Formative
Increase STAAR mastery levels		Nov
Staff Responsible for Monitoring: Principal		Jan
Dean of Instruction		Mar
Assistant Principals		Summative
Literacy Coach		
Numeracy Coach		June
Counselor		
Advanced Courses Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	166
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 10: Intervention programs to meet students individual educational needs such as: Dyslexia, at-risk, ESL, 504, special education, gifted and talented

All students will engage in imagine learning during the school day (stampede).

Strategy's Expected Result/Impact: Growth in performance on STAAR and unit assessments		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach Dyslexia Teacher Counselor Diagnostician ESL Teacher Teachers		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: 2.4	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	167
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum		
Comprehensive Support Strategy		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: WOSMS will achieve overall student attendance rate at 95% or higher

Targeted or ESF High Priority

Evaluation Data Sources: Improved attendance

Summative Evaluation: None

Strategy 1: Attendance incentives each cycle and end of the year	
<p>Strategy's Expected Result/Impact: Growth in performance in classes and on STAAR and unit assessments</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Attendance Clerk Literacy Coach Numeracy Coach CILT Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p> <hr/> <p>168</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: 211 - ESEA Title I, Part A</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 3: Students will take ownership of their own academic progress

Targeted or ESF High Priority

Evaluation Data Sources: Student grades
Formative/summative assessments
Unit assessments
STAAR Results

Summative Evaluation: None

Strategy 1: Students will work with teachers to track their progress toward appropriate individual goals	
<p>Strategy's Expected Result/Impact: Campus wide student tracking form Student grades Formative and summative assessments Unit assessments STAAR results</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach Counselor Teachers</p>	Formative
	<p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Comprehensive Support Strategy</p>	Summative
	<p>June¹⁶⁹</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 4: Decrease the number of discipline offenses

Targeted or ESF High Priority

Evaluation Data Sources: Discipline reports from Skyward

Summative Evaluation: None

<p>Strategy 1: CHAMPS Verbal reinforcement Increased positive communication No referral incentives</p>	
<p>Strategy's Expected Result/Impact: Decrease in disciplinary referrals, suspensions, ISS, and AAC referrals</p>	<p>Formative</p>
<p>Increase in personal and school pride</p>	<p>Nov</p>
<p>Staff Responsible for Monitoring: Principal</p>	<p>Jan</p>
<p>Dean of Instruction Assistant Principals CILT Teachers Instructional Aides</p>	<p>Mar</p>
<p>Title I Schoolwide Elements: None</p>	<p>Summative</p>
<p>TEA Priorities: None</p>	<p>170</p>
<p>ESF Levers: None</p>	<p>June</p>
<p>Problem Statements: None</p>	
<p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 5: WOSMS will ensure the safety of our students and staff when they are on our campus and provide a productive environment conducive to learning.

Targeted or ESF High Priority

Evaluation Data Sources: Continue to have a safe environment for our students and staff
CHAMPS

Summative Evaluation: None

Strategy 1: Safe and Drug Free Schools

CHAMPS

WOCCISD Police Dept.

Increased security cameras on campus

Building security system

Emergency drills and procedures

Teachers monitor during transitions

Strategy's Expected Result/Impact: Continue to have a safe environment for our students and staff

Staff Responsible for Monitoring: Principal
 Dean of Instruction
 Assistant Principals
 Counselor
 CILT
 Teachers
 Inclusion Aides

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
 None

Formative

Nov

Jan

**172
 Mar**

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: WOCCISD will upgrade technology throughout the system.

Performance Objective 1: WOSMS will increase student engagement through the use of technology.

Evaluation Data Sources: Panels, Chromebooks, mobile technology labs, document cameras, projectors, laptops

Summative Evaluation: None

Strategy 1: Utilize panels for interactive lessons	
Increase the usage of chrome books in core classes	
Students have the opportunity to engage in remote learning	
<p>Strategy's Expected Result/Impact: Increased usage in utilizing technology with lessons and activities in person Online students solely utilize technology to engage in remote learning</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Technology Director Assistant Principals Literacy Coach Numeracy Coach Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar₇₃</p> <hr/> <p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: WOSMS will increase use of teacher use of technology in instruction. WOSMS teachers will provide online instruction to remote learners.

Evaluation Data Sources: panels, chrome books, document cameras, interactive instructional tools
Zoom, live sessions, google classroom, and Edgenuity

Summative Evaluation: None

Strategy 1: Update wireless network infrastructure		
Strategy's Expected Result/Impact: Increased use of technology in instruction		Formative
Staff Responsible for Monitoring: Technology Director		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		174

Goal 3: WOCCISD will provide opportunities to increase family involvement.

Performance Objective 1: Increased school and community involvement

Evaluation Data Sources: Family access, Communication to parents, Documentation Logs

Summative Evaluation: None

Strategy 1: Increased opportunities for student campus involvement	
Strategy's Expected Result/Impact: Sporting and Extra-curricular activities UIL Student organizations Student programs	Formative
	Nov
	Jan
	Mar
	Summative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals CILT All Teachers	June
	175
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 2: Increase parental Involvement

<p>Strategy's Expected Result/Impact: Parent volunteers Muffins with Mom Donuts with Dad Goodies with Grandparents Book fair family night Meet the teacher Sporting events Campus programs</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Librarian CILT Teachers</p> <p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: 211 - ESEA Title I, Part A \$3,617.49</p>	
	176

Strategy 3: Blackboard call-out system

<p>Strategy's Expected Result/Impact: Number of Call-outs</p> <p>Tech-connect</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals</p> <p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Increase positive parent/guardian communication

Evaluation Data Sources: Parental Contact Documentation Logs

Summative Evaluation: None

Strategy 1: Use a variety of methods to communicate with family and community	
<p>Strategy's Expected Result/Impact: Utilize email, phone calls, and zoom meetings, and face to face conversations as a means to communicate with parents and community</p> <p>Increased parental and community involvement</p> <p>Campus Web page</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Literacy Coach Numeracy Coach Teachers Campus web master</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	Summative
	June
	177
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: WOCCISD will maintain a quality staff.

Performance Objective 1: Prepare and support teachers for the specific challenges posed by working in a high needs environment

Targeted or ESF High Priority

Evaluation Data Sources: Teacher of the Month

Grade level/department lunches

Positive reinforcement, interaction

Mentor/Buddy programs

New Teacher meetings

Summative Evaluation: None

Strategy 1: Subject specific mentor/buddy system

Grade level meetings and campus layout

Monetary incentives for math and science teachers

178

Weekly PLCs

Collaborative planning

Strategy's Expected Result/Impact: Smaller teacher turn-over rate

Formative

Staff Responsible for Monitoring: Principal

Nov

Dean of Instruction

Jan

Literacy Coach

Mar

Numeracy Coach

Assistant Principals

Summative

CILT

June

Mentor teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: WOSMS will hire highly qualified teachers in 100% of classrooms.

Strategy's Expected Result/Impact: Students will receive quality education.

Staff Responsible for Monitoring: Principal
 Dean of Instruction
 Literacy Coach
 Numeracy Coach
 Assistant Principals
 CILT Members

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 5: WOCCISD will promote a positive image.

Performance Objective 1: WOSMS will provide communication through district approved media outlets.

Evaluation Data Sources: WOSMS will communicate with parents and community using appropriate social media, call-outs, email, newsletters, and campus and district websites.

Summative Evaluation: None

Strategy 1: The campus will maintain an up-to- date website.	
Strategy's Expected Result/Impact: Photos, calendar, and announcements will reflect current activities.	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Director of Technology Director of Communications Campus Webmaster	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: None	182
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: WOSMS will use the call-out system and post to Facebook to communicate campus activities.

<p>Strategy's Expected Result/Impact: District Facebook account Call-out system</p> <hr/> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Director of Technology Director of Communication Campus Webmaster</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for West Orange Stark Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6200 Professional and Contracted Services		
199.11.6219.57.041.0.31.828	6219 Professional Services	\$3,800.00
199.11.6249.57.041.0.31.828	6249 Contracted Maintenance & Repair	\$1,000.00
6200 Subtotal:		\$4,800.00
6300 Supplies and Services		
199.11.6399.57.041.0.31.828	6399 General Supplies	\$35,409.00
6300 Subtotal:		\$35,409.00
184		
6400 Other Operating Costs		
199.13.6411.57.0.41.0.31.828	6411 Employee Travel	\$2,200.00
199.11.6412.57.041.0.31.828	6412 Student Travel	\$7,500.00
199.11.6499.57.041.0.31.828	6499 Miscellaneous Operating Costs	\$1,147.00
6400 Subtotal:		\$10,847.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brodrick McGrew	Principal	WOSMS	1.0
Darcus Cook	Literacy Coach	WOSMS	1.0
Tiffany Richard-Brown	Academic Dean	WOSMS	1.0

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Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Tiffany Richard-Brown	Dean of Instruction
Administrator	Brodrick McGrew	Principal
Non-classroom Professional	Darcus Cook	Literacy Coach
Classroom Teacher	Lashonda Birdon-Culpepper	ELAR Teacher
Non-classroom Professional	Laura Lemmond	Numeracy Coach
Classroom Teacher	Jessica Tant	Science Teacher/ESL
Classroom Teacher	Katie Faulk	Science Teacher
Administrator	Ashanti Ali	Assistant Principal
Classroom Teacher	Brandon Allison	Assistant Principal
Non-classroom Professional	Starla Alexander	Inclusion Teacher
Classroom Teacher	Stephanie Smith	ELAR Teacher
Classroom Teacher	Meagan Washburn	Math Teacher
Classroom Teacher	Jeran King	Band Instructor
Classroom Teacher	Ulysses Hobbs	Social Studies Teacher

Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
3	1	2			\$3,617.49
Sub-Total					\$3,617.49
Grand Total					\$3,617.49

Addendums

West Orange-Cove Consolidated Independent School District

West Orange Stark High School

Improvement Plan

2020-2021



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Mission Statement

The mission of West Orange-Stark High School is to partner with our community to instill pride in all our students while empowering them with the necessary postsecondary college and career readiness skills to become productive successful citizens.

Vision

West Orange-Stark High School where students, parents, and the community work as one to contribute to society in a positive and productive manner.

Motto

Inspire, Achieve, Celebrate 112% Everyday

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The WOSHS demographic breakdown of 621 students is as follows:

AA	60.7%
Hispanic	18.7%
White	15.1%
American Indian	< 1%
Asian/Pac. Isl.	<1%
2 or more races	4.0%

Since the 2016-2017 school year enrollment has increased by 40 students. Slow but steady increase in enrollment numbers has been reported in the past 3 years.

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The total number of students in a special population program is indicated below:

504	31 students
ESL	50 students
Special Education (SPED)	116 students
Gifted and Talented (GT)	23 students
Homeless Students	11 students

Demographics Strengths

Slow and steady upward mobility in the number of students enrolled in WOSHS.

Student Achievement

Student Achievement Summary

WOSHS STAAR Results:

Grade	Subject	2018	2019	Difference
EOC	Eng. I	42	51	+9
EOC	Eng. II	50	48	-2
EOC	Algebra	51	70	+19
EOC	Biology	73	70	-3
EOC	US History	74	70	-4

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Student Achievement Strengths

Significant growth was gained in Algebra

Growth in English 1

Distinction in Social Studies

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores continue below the target goal. **Root Cause:** Teachers need additional rigor and questioning techniques to push deeper critical thinking. Teachers need a more specific pacing and spiraling calendar for the subject areas.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate of West Orange High School is a safe environment for students and staff. There is a positive attitude towards extra curricular activities such as sports, band, cheerleaders and UIL competition. We have well planned emergency operations in place in the event of fires, bad weather or school shootings. New cameras have been installed in all hallways to monitor campus activities. Classrooms have been update to include modular furniture and other advanced technology. Faculty, staff, administrators, parents and students should receive training that includes how to recognize and report concerning behavior, conflict resolution, and de-escalation techniques.

School Culture and Climate Strengths

We have improved classroom management by empowering teachers with the ability to assign lunch detention and after school detention. The assignment is placed on Google drive so that the discipline center can issue the detention slip to the student from the front office aides. The effectiveness of this system allows the A.P. to monitor classroom management from the computer.

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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parental engagement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

WOSHS continues to be proactive in the recruitment and retention of qualified staff. Analysis of the staff demographics show the need for employing minority teachers so that the district staff would more closely reflect the student demographics. The district attends Job Fairs throughout the state .

Staff Quality, Recruitment, and Retention Strengths

Professional Development opportunities have been established at WOSHS for district use in providing training opportunities

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting and maintaining Highly qualified teachers in ESL, and ELA.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Strengthen vertical and cross curricular-horizontal alignment processes within campus systems to increase instructional rigor

Increase data-driven decisions, instruction, and assessments through effective PLCs

Curriculum, Instruction, and Assessment Strengths

Academic Dean job duties align with job description

Focus on PLC expectations and structure

***BE SURE TO ADD INFO. ABOUT OUR REMOTE-LEARNING CAPABILITIES, ONE-TO-ONE WITH DEVICES, ETC.** ¹⁹⁷

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: STAAR / Assessment scores below state average

Parent and Community Engagement

Parent and Community Engagement Summary

The Men of Excellence group is a volunteer organization independent from the school district yet dedicated to improving it. The MOE is a community program and is comprised of parents, friends and other acquaintances of the students. Its goals include student academic success, parent involvement improving student self esteem, morale and respect, and oftentimes the MOE members are volunteers at school functions and a,so mentor students. The Influence of the MOE , parents and other community members is displayed in their support of students athletics,graduations well as volunteering to help students in need.

From the home page of West Orange-Cove CISD parents students and the community access some of the most important issues facing school including online registration, class resource lists, available transportation, and the districts stance on issues such as bullying and child nutrition. Families and community members have channels to voice their opinion on these important issues.

Parent and Community Engagement Strengths

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From the home page of West Orange-Cove CISD parents students and the community access some of the most important issues facing school including online registration, class resource lists, available transportation, and the districts stance on issues such as bullying and child nutrition.

School Context and Organization

School Context and Organization Summary

There are many ways that the district and the high school is supported. At the campus level, CILT leaders and team members meet to act as liaisons between administration members and the staff. Teachers also engage in PLC meetings at the campus level to discuss grade level concerns, subject matter concern and in high school you will also include members of CTE Department. New teacher mentors provide support and someone to shadow if the need arises.

Also, there are many clubs, organizations, sports and extra curricular activities that students can engage in. Our state ranked football program keeps the community involved and has a long history of winning local, district and state titles since the 1980's.

Data from PLC and CILT meetings reflect on student grades, STAAR results and unit assessments. Data from these sources can help drive curriculum and seek answers as to what type or types of resources students will need. Teachers can get ideas of what concepts need additional teaching and what types of assessments work best for students.

Teacher input is welcomed and teachers feel included in some decisions at school. This school year, 2019-2020, teachers can assign lunch duty and after school detention for minor classroom disruption(s).

The school perception is rising due to high expectations being set by the administration team. Goals have been set to receive high academic ratings and programs like Saturday School and STAAR Tutorial Camps are being organized to help students prepare for STAAR EOC Administration.

Teachers have some say in what assessments will be used in their classroom for class assignments, projects and tests. However, there are district and state assessments that must be administered like unit assessments, mock testing and STAAR EOC tests.

The high school welcomes stakeholders to be a part of the planning process. There are frequent visits from community leaders, school board members and parents throughout the day. Also, parents are required members for our LPAC Committee and we proudly boast of having our very own Mayor of Orange, Texas as a community member of the Campus Improvement Team.

School Context and Organization Strengths

WOSHS supports faculty and staff input and works collaboratively to reach desired goals.

Technology

Technology Summary

Strengthen and support teacher professional development for enhancing student engagement

Incorporate technology in instruction through cross curricular

Encourage effective staff use of software and technology equipment

Technology Strengths

One to one student to technology

200

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers need support in professional development related to their content needs **Root Cause:** Advanced technology with general workshops not set to individual teacher needs

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

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Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Study of best practices

Goals

Goal 1: WOCCISD will enhance programs to meet individualized student needs.

Performance Objective 1: Increase reading, writing and mathematics fluency in core areas with an emphasis on higher order thinking skills in order to close the gap between average district STAAR scores and average state STAAR scores

Targeted or ESF High Priority

Evaluation Data Sources: Improved academic growth in students on cycle assessments and STAAR scores

Summative Evaluation: None

Strategy 1: Project-based learning Student-led activities Technology integration	
Strategy's Expected Result/Impact: Progress in student achievement; evidence of student projects	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals, Academic Coaches, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: None	
Comprehensive Support Strategy	

Strategy 2: Students will use journal writing to reinforce writing skills and to explain processes, experiments, record findings, record data, and to enhance literacy

Strategy's Expected Result/Impact: Evidence of improved writing skills in all core areas; improved performance on testing		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals, Academic Coaches, Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
		June

Strategy 3: Incorporate Balanced Literacy program into reading and writing curriculum in ELAR.

Strategy's Expected Result/Impact: Student Grades Increased Lexile levels Increased scores on assessments		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals, ELAR Teachers		Nov
		Jan
		Mar 206
		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
TEA Priorities: Build a foundation of reading and math	Funding Sources:	
ESF Levers: None	None	

Strategy 4: Integrate advanced academic programs for all identified gifted and talented/advanced students

Strategy's Expected Result/Impact: Increase in the number of students in Gifted and Talented Advanced Academic classes		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals, Academic Coaches, Counselors, GT Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
		June

Strategy 5: Inclusion support for special education students in reading and math

Strategy's Expected Result/Impact: Progress in student achievement		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals, Academic Coaches, Counselors, Diagnostician, Special Education Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	June
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Align curriculum, lesson plans, instruction and assessments with TEKS

Targeted or ESF High Priority

Evaluation Data Sources: Evidence found in lesson plans, PLC minutes, RPM notes and classroom observations

Summative Evaluation: None

Strategy 1: Provide campus based staff development focusing on rigor and lesson plan development through individual, department, and campus activities	
Strategy's Expected Result/Impact: Instruction reflects higher levels of learning TTESS evaluations, walkthroughs, and written documentation Staff Responsible for Monitoring: All Staff	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Comprehensive Support Strategy	Summative
Problem Statements: None Funding Sources: None	June
	208

Strategy 2: RPM (Reflective Practice Model) boards in core areas

<p>Strategy's Expected Result/Impact: Evidence of alignment to TEKS through posted Performance Assessments in TEKS Resource System.</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Assistant Superintendent of Curriculum and Instruction Academic Coaches Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 3: Data rooms for student data analysis and conversations

<p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Appropriate Tiering with interventions</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Assistant Superintendent of Curriculum and Instruction Academic Coaches Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov²⁰⁹
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 4: TEKS Resource System will be utilized for curriculum

Strategy's Expected Result/Impact: Improved alignment and rigor in the classroom		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Dean of Instruction Academic Coaches Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	Summative June
ESF Levers: None		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Utilize comprehensive intervention program for all students to monitor student progress

Evaluation Data Sources: Focused intensive instruction, small class grouping, "Know Your Student Folders", documentation of parent communication

Summative Evaluation: None

Strategy 1: Continue use of EOC classes in content areas	
Strategy's Expected Result/Impact: Increased pass rate of previously unsuccessful students on STAAR/EOC exams	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Counselors Academic Coaches	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
Strategy 2: Continued development of RtI pilot program.	
Strategy's Expected Result/Impact: Increased pass rate of previously unsuccessful students on STAAR/EOC exams	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Counselors Attendance Clerks	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	

Strategy 3: Development of coherent academic sequences that scaffold support for students through innovative courses (ie. Strategic Learning for High School math, Algebraic Reasoning, IPC prior to Biology).

<p>Strategy's Expected Result/Impact: Increased pass rate of first time test takers and previously unsuccessful students on STAAR/EOC exams</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Counselors Academic Coaches Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Increase overall student attendance rate

Evaluation Data Sources: Increased student attendance

Summative Evaluation: None

Strategy 1: Run ADA report every 3 weeks	
Strategy's Expected Result/Impact: Student academic growth evidenced in increased assessment scores	Formative
Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerks.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Ongoing parental/guardian contact through phone calls, attendance contracts, warning letters and truancy court.	
Strategy's Expected Result/Impact: Increase in daily student attendance.	Formative 213
Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerks Attendance Committee	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Decrease in discipline referrals.

Evaluation Data Sources: Run discipline referral report every 3 weeks.

Summative Evaluation: None

Strategy 1: Campus wide implementation of CHAMPS in common areas and classrooms.	
<p>Strategy's Expected Result/Impact: Decrease in student time out of classroom Decrease in student time in ISS</p> <hr/> <p>Staff Responsible for Monitoring: Principal Assistant Principals All staff All teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	<p>Formative</p> <hr/> <p>Nov</p> <hr/> <p>Jan</p> <hr/> <p>Mar</p> <hr/> <p>Summative</p> <hr/> <p>June</p> <hr/> <p>214</p>
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 6: Increase campus safety through the issuance and use of student and faculty/staff ID cards.

Evaluation Data Sources: Visible student and staff ID cards in place by the end of the first grading period.

Summative Evaluation: None

Strategy 1: Use of ID machine and school pictures to create campus IDs	
Strategy's Expected Result/Impact: Visible ID cards on all staff and students	Formative
Staff Responsible for Monitoring: Principal Assistant Principals All Staff Safety Resource Officer ID Team Members	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
215	

Goal 2: WOCCISD will upgrade technology throughout the system.

Performance Objective 1: Provide faculty with hands-on technology training to facilitate integration and development of existing technology

Evaluation Data Sources: Increased technology use in the classroom

Summative Evaluation: None

Strategy 1: Use of Edivate and training facilitators for specific classroom technology	
Strategy's Expected Result/Impact: Increased use of technology in classrooms	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Academic Coaches CILT Technology Support Staff	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
June 216	
Strategy 2: Integrate touch screen TV's in math classrooms.	
Strategy's Expected Result/Impact: Increased student and teacher use of technology in classrooms	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Numeracy Coach Technology Support Staff Math Teachers	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
June	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Increase available technology for student use in classrooms and computer labs

Evaluation Data Sources: Additional computer lab availability and chrome books for classroom use

Summative Evaluation: None

Strategy 1: Purchase and implement additional technology for the campus		
Strategy's Expected Result/Impact: Additional laptop and chrome book carts for classrooms Creation of ECHS/Dual Credit Lab		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction District Technology Department CTE/ECHS Director		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: None		June
TEA Priorities: None		
ESF Levers: None		
Problem Statements: None		
		June
Funding Sources: 244 - Carl Perkins \$6,000		
Strategy 2: Increase wifi access points throughout the campus		217
Strategy's Expected Result/Impact: Increased support for use of added technology across the campus		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction District Technology Department		Nov
		Jan
		Mar
Title I Schoolwide Elements: None		June
TEA Priorities: None		
ESF Levers: None		
Problem Statements: None		
		June
Funding Sources: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: WOCCISD will provide opportunities to increase family involvement.

Performance Objective 1: Increase communication with parents regarding student expectations and achievements and our district's educational goals

Evaluation Data Sources: Positive feedback from parents and community, increase parent involvement

Summative Evaluation: None

Strategy 1: Teacher/Parent conferences through scheduled meetings and phone contact on staff development days.	
Strategy's Expected Result/Impact: Positive feedback and increased parent involvement	Formative
Staff Responsible for Monitoring: All Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	218
Strategy 2: Increased parent notification and communication.	
Strategy's Expected Result/Impact: Increased parent involvement	Formative
Staff Responsible for Monitoring: All Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Employ a College and Career Military Readiness (CCMR) counselor

Strategy's Expected Result/Impact: Increased involvement student and parent involvement for post secondary readiness		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	211 - ESEA Title I, Part A \$60,000	Mar
		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Increased parental participation at school events

Evaluation Data Sources: Host 1 parent/student event on high school campus per 6 weeks

Summative Evaluation: None

Strategy 1: Develop monthly activities to support family involvement with academic activities after school hours	
Strategy's Expected Result/Impact: Increased parental involvement in academic school activities and awareness	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Academic Coaches CCMS Counselor Staff	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: 211 - ESEA Title I, Part A \$3,617.49	
220	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: WOCCISD will maintain a quality staff.

Performance Objective 1: Set high expectations both academically and behaviorally and celebrate all successes

Evaluation Data Sources: Increase numbers on honor rolls, increased student participation in academic competitions

Summative Evaluation: None

Strategy 1: Professional development through ESC 5		
Strategy's Expected Result/Impact: Increased teacher competency in teaching		Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Academic Coaches		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: CHAMPS		221
Strategy's Expected Result/Impact: Creation of a positive school culture and climate		Formative
Staff Responsible for Monitoring: All Staff		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: 255 - ESEA Title II, Part A Teacher & Principal Tr \$500		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Provide faculty with substantial support and a positive campus culture to build success in all classrooms

Evaluation Data Sources: Increased teacher morale and retention

Summative Evaluation: None

Strategy 1: Creation of "Celebration Team" to develop ideas for building unity and staff morale	
Strategy's Expected Result/Impact: Increased teacher morale and retention	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals CILT	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
Strategy 2: Continued use of mentor program with additional support from veteran teachers as mentors	
Strategy's Expected Result/Impact: Increased teacher morale and retention	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 5: WOCCISD will promote a positive image.

Performance Objective 1: Communication through district approved media outlets

Evaluation Data Sources: Communication with parents using Facebook, call-outs email, newsletters and campus and district websites

Summative Evaluation: None

Strategy 1: The campus will maintain an up-to-date website.	
Strategy's Expected Result/Impact: Photos, calendars and announcements will show current campus activities	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Campus Webmaster	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	223
Strategy 2: WOSHS will use all district approved forms of social media to communicate campus activities (ie. Facebook, Twitter, Remind 101 and district website)	
Strategy's Expected Result/Impact: Increased community awareness of events and happenings at WOSHS	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Director of Communication	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Increased recognition of academic successes after each grading period

Evaluation Data Sources: Honor rolls posted on campus and in local newspaper after each grading period

Summative Evaluation: None

Strategy 1: Positive Behavior Support	
Strategy's Expected Result/Impact: Increased evidence of student academic successes posting on campus and in local media venues	Formative
Staff Responsible for Monitoring: Principal Dean of Instruction Counselors Campus Webmaster Director of Communications	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
224	

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Russell Botley	Liaison	WOSHS	1.0

Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$60,000.00
3	2	1			\$3,617.49
Sub-Total					\$63,617.49
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$6,000.00
Sub-Total					\$6,000.00
255 - ESEA Title II, Part A Teacher & Principal Tr					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$500.00 ₂₆
Sub-Total					\$500.00
Grand Total					\$70,117.49

Addendums



Waivers

2020-2021 Application for Missed School Days Waiver

Waiver ID: 57738

Application Information

Category: Attendance

Creator: Larry Haynes, District Editor

Status: Draft

Creation Date: 9/11/2020

Approving Superintendent:

Assigned To: Larry Haynes

LEA Contact

Full Name: Larry Haynes

Phone: (409) 882-5556

Email: lhay@wociscid.net

LEA Information

LEA: WEST ORANGE-COVE CISD (181906)

Address: P O BOX 1107, ORANGE, TX 77631-1107

Phone: (409) 882-5437

Date of LEA Board of Trustees Approval

Date:

Special Instructions

Missed School Days Waiver, pursuant to TEC 25.081, allows the district or campus to request a waiver if instructional days are missed due to weather, health, safety, or other issues. This application is due no later than July. Refer to the Student Attendance Accounting Handbook 3.8.1.3 for additional information on Missed School Day Waivers.

Note: A district may request this waiver for additional school days missed because of weather, safety, or health issues beyond the two days that must be made up with the district's two designated makeup days or additional minutes built into the originally adopted calendar.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district was closed you may select "All Campuses". If the number of minutes of operation varies by campus on the missed school day for "All Campuses", please report the greatest number of minutes on the date school was missed in the "Number of Minutes Per Day". Please note that in PEIMS you will claim the actual number of minutes your district was scheduled to operate on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.

LEA Summary

Campus Name	Reason(s)	Minutes	Explanation	Date
All Campuses	Weather, Safety	451	We missed 14 instructional days due to Hurricane Laura. We are using the required 2 designated make-up days and seeking the 5-day waiver.	2020-08-24
				2020-08-25
				2020-08-26
				2020-08-27
				2020-08-28

LEA Attachments (3)

Title	Type	Size	Date Added	Added By
WOCCISD Revised Calendar	XLSX	177.6 kb	2020-09-11	Larry.Haynes
Calendar showing designated days	XLSX	178.5 kb	2020-09-11	Larry.Haynes
Original calendar for 2020-2021	XLSX	177.3 kb	2020-09-11	Larry.Haynes

**AMENDED RESOLUTION OF THE BOARD OF TRUSTEES
OF THE WEST ORANGE-COVE CISD**

WHEREAS, the West Orange-Cove CISD Board of Trustees recognizes that the territory included in the West Orange-Cove CISD recently suffered inclement weather conditions associated with Hurricane Laura and,

WHEREAS, pursuant to cooperative efforts with state and local officials to prepare for the impending hurricane including strong winds, storm surge, precipitation and hazardous road conditions, West Orange-Cove CISD closed operations beginning on Wednesday, August 26, 2020, and the subsequent days that followed until the time the district is fully operational.

WHEREAS, West Orange-Cove CISD will only need to make-up the missed instructional minutes if the weather closure and related impact exceeds the additional instructional minutes embedded in the 2020-2021 Instructional Calendar.

WHEREAS, the Board of Trustees of the West Orange-Cove seeks to retain its employees and facilitate efficient operation of educational activities; and,

WHEREAS, the Board of Trustees of the West Orange-Cove finds that compensating employees for work days missed or not required as a result of inclement weather and hurricane conditions serves an important public purpose in that continued retention of such employees shall enable the school district to continue efficient operation educational activities; and,

WHEREAS, contracts for the replacement, assessment or repair of the equipment, school facility, or portion of the school facility and other related items may need to be made on an emergency basis.

IT IS THEREFORE:

RESOLVED that the Board of Trustees of the West Orange-Cove CISD hereby authorizes the administration to compensate all employees according to the duty schedule they would have otherwise worked at their regular hourly or daily rate of pay, for days when the District was closed due to inclement weather and hurricane conditions, and for any contractual professional duty days less than 187 due to duty day schedule changes authorized by the Superintendent of Schools;

FURTHER RESOLVED that the Board of Trustees of the West Orange-Cove CISD Independent School District hereby authorizes the administration to compensate those employees who were required to report to duty during the hurricane related closure and subsequent days followed until the time the district was open and fully operational or the district implemented the West Orange-Cove CISD ISD disaster recovery plan, at their regular rate of pay. In addition to the regular pay, as determined by the Superintendent of Schools, non-exempt employees who are directed to report to duty, report to duty, and perform duties at West Orange-Cove CISD facilities may also receive a premium rate of one-half time additional pay for all hours worked up to 40 hours per week. Overtime for time worked over 40 hours in a week shall be calculated and paid according to law. The Superintendent is authorized to make decisions and/or revisions regarding the compensation of employees during the disruption of normal business operations, including payments to certain employees for work otherwise performed, and to implement those decisions and the authority to decline pay for any employee that has sought and been authorized to receive unemployment compensation.

FURTHER RESOLVED that the Board of Trustees of the West Orange-Cove CISD Independent School District hereby authorizes the Superintendent of Schools, if needed, to modify the instructional calendar, and duty day calendar for the 2020-2021 contract year, and seek any and all related waivers from the Texas Commissioner of Education as he deems fit in the best interest of the school district and the West Orange-Cove CISD ISD community.

FURTHER RESOLVED that the Board of Trustees of the West Orange-Cove CISD, pursuant to Texas Education Code 44.031(h), hereby authorizes the Superintendent of Schools, as appropriate, to enter into contracts for the replacement, assessment, or repair of the equipment, school facility, or portion of the school that is destroyed, severely damaged, or experiences a major unforeseen operational or structural failure and other related items. This action is based upon the Board of Trustees of the West Orange-Cove CISD determination that the delay posed by the regular contract methods required by Chapter 44 of the Texas Education Code would prevent or substantially impair the conduct of classes or other essential school activities.

CERTIFICATE FOR AMENDED RESOLUTION

I hereby certify that the foregoing Amended Resolution was presented to the Board of Trustees of the West Orange-Cove CISD Independent School District during Board Meeting on September __, 2020. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____ Nays: _____ Abstentions: _____

To certify which, witness my hand this _____ day of September, 2020.

231 _____
President, Board of Trustees



Governance, Leadership, and Oversight Capacity Screener

Introduction

Organizations that accept federal funds to operate Head Start and/or Early Head Start programs must have strong governance systems in place to safeguard federal dollars and provide oversight and direction to the Head Start program.

This screener organizes the Head Start requirements to help organizations identify where they need to make changes and build capacity to fulfill their Head Start governance responsibilities.

Suggestions for Use

1. Print a copy of this screener.
2. Have your organization's governing body or Tribal Council chair, Policy Council chair, executive director, and Head Start program director work together to review the table beginning on page 3 and to identify (with a check mark or "X") the following items:
 - i. Required Head Start governance practices that your organization currently has in place
 - ii. Required Head Start governance practices that your organization will implement within the first three months of funding
 - iii. Required Head Start governance practices that your organization needs help understanding and implementing
3. On the final page of this document list the governance practices and regulations that your organization needs assistance in understanding and implementing.
4. Enter any questions or concerns you have in the comments section on the final page of this document.
5. Share this screener and your findings with your full governing body or Tribal Council, Policy Council, and Head Start program leadership. Assign people to begin implementation of the governance practices you have identified as not currently in place.
6. You can explore the [Organizational Leadership](#) page on the Early Childhood Learning and Knowledge Center (ECLKC) to access other resources that can assist you as you move your governance system and practices forward.
7. At your next meeting with Regional Office staff, discuss those governance practices and regulations where your organization may benefit from technical assistance.



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
1. The governing body (or Tribal Council) has the required composition. ¹		Head Start Act Sec. 642(c)(1)(B) (i-iv)	
<ul style="list-style-type: none"> At least one member has fiscal/accounting background and expertise 	X		
<ul style="list-style-type: none"> At least one member has early childhood education and development background and expertise 	X		
<ul style="list-style-type: none"> At least one member is a licensed attorney 	X		
<ul style="list-style-type: none"> Members reflect the community served and include parents of children who are currently, or were formerly, enrolled in Head Start programs 	X		
2. The Policy Council has the required composition.		Head Start Act Sec. 642(c)(2)(B)(i) Sec. 642(c)(2)(B)(ii)(I-II)	
<ul style="list-style-type: none"> A majority are parents of children who are currently enrolled in the Head Start program (including delegate agencies) 	X		
<ul style="list-style-type: none"> Other members are representatives at-large of the community served by the program or any delegate agency (may include parents of children formerly enrolled) 	X		
<ul style="list-style-type: none"> Members are elected by parents of children currently enrolled in the program 	X		

¹ If the composition of the governing body does not include individuals with the required qualifications, the governing body must use consultants or other individuals with relevant expertise and qualifications to meet the composition requirements [Head Start Act Sec. 642(c)(1)(B)(vi)].



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
3. The Head Start program must ensure that members of the:		Head Start Act Sec.642(c)(1)(C), 642(c)(2)(C), and 642(c)(3)(B) Head Start Program Performance Standards 1301.2(a) and 1301.3(b)(2)	
<ul style="list-style-type: none"> Governing body do not have a conflict of interest 	X		
<ul style="list-style-type: none"> Policy council, and of the policy committee at the delegate level, do not have a conflict of interest 	X		
4. Head Start program has established a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible.		Head Start Program Performance Standards 1301.4 (a)	
<ul style="list-style-type: none"> The committee is established at the center level for center-based program and at the local program level for other program options 	X		
5. Governing body may establish advisory committees as it deems necessary for effective governance and improvement of the program.		Head Start Program Performance Standards 1301.2(c)	
<ul style="list-style-type: none"> Establish the structure, communication, and oversight in such a way that the governing body continues to maintain its legal and fiscal responsibility 	X		
<ul style="list-style-type: none"> Notify responsible HHS official of intent to establish an advisory committee 	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Head Start Governance Practices and Related Regulations	Practice/Procedure is currently in place	Practice/Procedure will be fully implemented within first three months of funding	Our organization needs assistance in understanding and implementing this regulation
<p>6. Members of the governing body (or Tribal Council) receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and are able to provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.</p> <p style="text-align: right;">Head Start Act Sec. 642(d)(3)</p>			
<ul style="list-style-type: none"> The agency has a system for identifying the T/TA needs of the governing body (or Tribal Council) and using this information to develop a T/TA plan 			
<p>7. Members of the Policy Council receive effective and ongoing training and technical assistance (T/TA) to ensure that they understand the information they receive and can provide effective oversight of, make appropriate decisions for, and participate in programs of the Head Start agency.</p> <p style="text-align: right;">Head Start Act Sec. 642(d)(3) Head Start Program Performance Standards 1302.12(m)</p>			
<ul style="list-style-type: none"> The agency has a system for identifying the T/TA needs of the Policy Council and using this information to develop a T/TA plan 			
<ul style="list-style-type: none"> T/TA or orientations include training on program performance standards and training indicated in 1302.12(m) 			



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8. The governing body (or Tribal Council) exercises the following responsibilities:		Head Start Act Sec. 642(c)(1)(E)(iv)(I-III) Sec. 642(c)(1)(E)(iv)(VI)	
<ul style="list-style-type: none"> Establishes procedures and criteria for recruiting, selecting, and enrolling children 	X		
<ul style="list-style-type: none"> Selects delegate agencies, as appropriate 	X		
<ul style="list-style-type: none"> Develops procedures for selecting Policy Council members 	X		
<ul style="list-style-type: none"> Reviews applications and amendments to applications for funding 	X		
9. The governing body (or Tribal Council) exercises responsibility for the following:		Head Start Act Sec. 642(c)(1)(E)(iv)(VII)(aa)-(dd)	
<ul style="list-style-type: none"> Approval of all major financial expenditures of the agency 	X		
<ul style="list-style-type: none"> Annual approval of the operating budget of the agency 	X		
<ul style="list-style-type: none"> The selection (except when a financial auditor is assigned by the state under state law or is assigned under local law) of independent financial auditors to report all critical accounting policies and practices to the governing body (or Tribal Council) 	X		



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<ul style="list-style-type: none"> The financial audit 	X		
<ul style="list-style-type: none"> Monitoring of the agency's actions to correct any audit findings and other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices 	X		
10. The governing body (or Tribal Council) is engaged in reviewing and approving each of the following:		Head Start Act Sec. 642(c)(1)(E)(iv)(V)(aa-cc) Sec. 642(c)(1)(E)(iv)(VIII)-(IX)	
<ul style="list-style-type: none"> The annual self-assessment 	X		
<ul style="list-style-type: none"> The agency's progress in carrying out the programmatic and fiscal provisions in the agency's grant application, including implementation of corrective actions 	X		
<ul style="list-style-type: none"> Personnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employees 	X		
<ul style="list-style-type: none"> Results from monitoring conducted under section 641A(c), including appropriate follow-up activities 	X		



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11. The program staff ensures the parent committee assumes responsibility for the following:		Head Start Program Performance Standards 1301.4 (b)	
<ul style="list-style-type: none"> • Work with program staff to determine the best methods to engage families using strategies that are most effective in their community 	X		
<ul style="list-style-type: none"> • Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families 	X		
<ul style="list-style-type: none"> • Have a process for communication with the Policy Council and policy committee 	X		
<ul style="list-style-type: none"> • Participate in the recruitment and screening of Early Head Start and Head Start employees 	X		
12. The Head Start program works with the governing body (or Tribal Council) and Policy Council to make available to the public a report published at least once each year that discloses the following information from the most recently concluded fiscal year:		Head Start Act Sec. 644 (a)(2)(A-H)	
<ul style="list-style-type: none"> • The total amount of public and private funds received and the amount from each source 	X		
<ul style="list-style-type: none"> • An explanation of budgetary expenditures and proposed budget for the fiscal year 	X		



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<ul style="list-style-type: none"> The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served 	X		
<ul style="list-style-type: none"> The results of the most recent review by the Secretary and the financial audit 	X		
<ul style="list-style-type: none"> The percentage of enrolled children that received medical and dental exams 	X		
<ul style="list-style-type: none"> Information about family engagement activities 	X		
<ul style="list-style-type: none"> The agency's efforts to prepare children for kindergarten 	X		
<ul style="list-style-type: none"> A summary of a program's most recent community assessment 1302.102(d)(2) 	X		
<ul style="list-style-type: none"> Any other information required by the Secretary 	X		
13. The following reports are received by the governing body and the Policy Council and members find them useful:		Head Start Act Sec. 642(d)(2)(A-I) Head Start Program Performance Standards 1302.102	
Annual reports:			
<ul style="list-style-type: none"> The financial audit 	X		
<ul style="list-style-type: none"> The self-assessment, including any findings related to such assessment 	X		



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<ul style="list-style-type: none">Program Information Reports (PIRs)	X		
Monthly reports:			
<ul style="list-style-type: none">Financial statements, including credit card expenditures (if the program uses credit cards)	X		
<ul style="list-style-type: none">Program information summaries	X		
<ul style="list-style-type: none">Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency	X		
<ul style="list-style-type: none">Reports of meals and snacks provided through programs of the U.S. Department of Agriculture (USDA)	X		
Additional reports:			
<ul style="list-style-type: none">Community assessment, completed every five years with annual updates	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

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<ul style="list-style-type: none"> Long-term goals for ensuring programs are and remain responsive to community needs, goals for the provision of educational, health, nutritional, and family and community engagement, program services to promote the school readiness of enrolled children, school readiness goals, and short-term measurable programmatic and financial objectives 	X		
<ul style="list-style-type: none"> Applicable and current updates from the Secretary (e.g., Program Instructions, Information Memorandums, etc.) 	X		
<ul style="list-style-type: none"> Ongoing monitoring data, data on school readiness goals and other information described in 1302.102 	X		
<p>14. Head Start agency's governing body and Policy Council have jointly established written procedures for resolving internal disputes between the governing board and Policy Council in a timely manner that includes impasse procedure. These procedures must:</p>		<p>Head Start Program Performance Standards 1301.6 (a)(1-3) and 1301.6(b)</p>	
<ul style="list-style-type: none"> Demonstrate that the governing body considers proposed decisions from the Policy Council and that the Policy Council considers proposed decisions from the governing body 	X		



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<ul style="list-style-type: none"> If there is a disagreement, require the governing body and the Policy Council to notify the other in writing why it does not accept a decision 	X		
<ul style="list-style-type: none"> Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal 	X		
<ul style="list-style-type: none"> Governing body and Policy Council must select a mutually agreeable third-party mediator (as outlined in impasse procedures) 	X		
<ul style="list-style-type: none"> Governing body and Policy Council are prepared to participate in a formal process of mediation that leads to a resolution of the dispute (as outlined in Impasse procedures) 	X		
15. If no resolution is reached with a mediator (NOTE: American Indian and Alaska Native Programs skip and move to next section)		Head Start Program Performance Standards 1301.6 (c)	
<ul style="list-style-type: none"> Governing body and Policy Council must select a mutually agreeable arbitrator whose decision is final 	X		



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16. The Policy Council approve and submit to the governing body decisions about each of the following activities of program operations:		Head Start Act Sec. 642(c)(2)(D)(i-viii) Sec. 642(c)(2)(A) Head Start Program Performance Standards 1302.101(b)(4)	
<ul style="list-style-type: none"> • Activities to support the active engagement of families in the program 	X		
<ul style="list-style-type: none"> • Program recruitment, selection, and enrollment priorities 	X		
<ul style="list-style-type: none"> • Applications for funding and amendments to applications for funding 	X		
<ul style="list-style-type: none"> • Budget planning for program expenditures, including policies for reimbursement related to participation in Policy Council activities 	X		
<ul style="list-style-type: none"> • Bylaws for the operation of the Policy Council 	X		
<ul style="list-style-type: none"> • Program personnel policies and decisions regarding the employment of program staff, consistent with 642(c)(1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff 	X		



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17. A program must submit reports, as appropriate, to the HHS official immediately or as soon as practicable:		Head Start Program Performance Standards 1302.102 (d) and 1304.12	
<ul style="list-style-type: none"> Any significant incidents affecting the health and safety of program participants 	X		
<ul style="list-style-type: none"> Circumstances affecting the financial viability of the program 	X		
<ul style="list-style-type: none"> Breaches of personally identifiable information 	X		
<ul style="list-style-type: none"> Program involvement in legal proceedings 	X		
<ul style="list-style-type: none"> Any matter for which notification or a report to state, tribal or local authorities is required by law: <ul style="list-style-type: none"> Reports addressing child abuse and neglect or laws governing sex offenders Incidents that require classrooms or centers to be closed for any reason Legal proceedings directly related to program operations All conditions required to be reported under 1304.12 including child and Adult Care Food Program (CACFP) 	X		



Head Start Governance, Leadership, and Oversight Capacity Screener

Comments section:

Our organization needs assistance in understanding and implementing the following governance regulations:

Additional comments, questions, or concerns:



Certification of Governance and Leadership Capacity Screening

Grant Number: 06CH011774-01-00

Grantee Name: West Orange - Cove Consolidated ISD

The signatures below attest that, consistent with the terms and conditions of the Notice of Award (NOA), our agency completed a screening of the governance and leadership capacity and developed a plan to address identified training needs.

Board Chair/Tribal Chair

Date

Policy Council Chair

Date

Vickie L. Price

Head Start Director

9/18/2020

Date

N/A

Early Head Start Director

Date

