



WEST OSO ELEMENTARY SCHOOL

CAMPUS IMPROVEMENT PLAN

2023 - 2024



MARCY DAVIS
PRINCIPAL

GENGER HOLT
ASSISTANT PRINCIPAL



WEST OSO ELEMENTARY SCHOOL
CAMPUS LEADERSHIP TEAM



Marcy Davis, Principal

Genger Holt, Assistant Principal

Katrina Najera, Counselor

Diana Salinas, Blended Learning Coach

Ann Whiteside, Reading Specialist

Monica Perez, Librarian

Sandra Riojas, 3rd Grade Section Leader

Amanda Gonzalez, 4th Grade Section Leader

Jennie Rubio, 5th Grade Section Leader

Ricardo Garza, Special Education Section Leader



WEST OSO ELEMENTARY SCHOOL

CAMPUS IMPROVEMENT PLAN



VISION:

Embrace real world education to ensure self-reliant and socially responsible citizens.

MISSION:

Enrich and build a progressive school community through relevant and diverse opportunities. Students will explore and identify career interests and pathways.

WOE BELIEVES:

- In mentoring and impacting the whole child to be successful leaders in the community
- Parents/guardians are the child's first and best teachers
- In the strength of business, community, and higher education partnerships
- Students' confidence and self-awareness grow through personalized learning environments
- In open, constructive, and mutually respectful communication between all school community members
- In the power of problem-solving, creativity and perseverance, preparing students for an ever-changing world

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DEMOGRAPHICS



SUMMARY:

For the 2021-2022 academic school year, West Oso Elementary had a total enrollment of 373 students. PEIMS Student Data, the ethnic distribution was as follows: 7.2% African American, 89.5% Hispanic, 2.4% White, and 0.8% 2 or more races.

PROGRAM	TOTAL NUMBER OF STUDENTS
Gifted and Talented Students	30
English Learners	34
Economically Disadvantaged Students	351
At-Risk Students	219
Special Education Students	61

DATA SOURCES

The West Oso Elementary Campus Improvement Plan is developed with ongoing data review using multiple sources and multiple measures of data including:

- *TEA 2022-2023 STAAR Data*
- *TSDS PEIMS Disaggregation of PEIMS Student Data*
- *Climate Surveys*
- *Campus and District Assessments*
- *2022-2023 Parent Survey*
- *2022-2023 Discipline Data*
- *Financial Data*



COMPREHENSIVE NEEDS ASSESSMENT

GOAL ONE: WOE will provide a safe, healthy, and nurturing environment for all.

STRENGTHS:

- WOE provides free breakfast and lunch
- There is healthy communication between students, between students and staff, and between staff members.
- Staff assist in mentoring students.
- Students participate in multiple elective courses.
- There is a full-time officer or security guard on duty.
- Staff reviews behavior data in order to plan for improvements.
- Education geared towards respect, positive attitudes, and positive behaviors (SEL) through counseling classes added to our elective schedule.
- Bear-time provides time to attend to social emotional learning (SEL)
- Home visits continue to be carried out.
- Full Time Registered Nurse on campus.
- CIS providing additional enrichment class to focus on positive behaviors.

NEEDS:

- Students need to become more fully aware of teasing and bullying issues in order to prevent them from occurring.
- Students need daily recess time (preferably after lunch).
- Police officer should actively monitor and interact with students and staff.
- Students need to wear ID badges throughout the school day.
- Students need a new playground.
- WOE needs to update the PE pavilion.
- WOE needs anti vaping education for all fifth grade students
- Parent education on how to administer Narcan.

GOAL TWO: WOE will broaden and strengthen connections with families and community to achieve a culture of excellence.

STRENGTHS:

- West Oso Elementary has an active Parent Teacher Organization (PTO).
- Reading Under the Stars, Trunk or Treat, Movie Nights, and Science night with TAMUCC engages the school community.
- Career Day exposes students to career opportunities.
- Orientation helps students to feel comfortable in their new school.
- Open House and Meet the Teacher nights allow parents to connect with teachers and students.
- Dyslexia Night provides education for struggling readers and their families.
- Bear-time allows students and teachers to interact regarding social and emotional needs.
- Home-visits for families that are struggling.
- Climate surveys include parent feedback.
- CIS will work in conjunction with the school to be creative in keeping the community and the campus connected.
- Coffee with the Counselor, Administrator and Community in Schools Staff.
- Popcorn with PTO to encourage parents to get involved in campus events.
- Community announcements using BAND and robocalls, including text messages, and WOE Facebook page.

NEEDS:

- More Academic Family Nights that are specific: Math Nights, STAAR Night, Science Fair Project Night.
- A Spring Festival can be a fun, memorable experience for students and their families.
- Bilingual translated information shared throughout campus communication.
- Increase in teacher/staff participation in afterschool activities.
- Offer professionals extra funds/incentives for participation in afterschool activities.

- Increase community partners.
- Donations for student incentives.
- Business donation letters.
- Family Dance in February.

GOAL THREE: WOE will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

STRENGTHS:

- CRIMSI participation in Eureka Math for all 3rd – 5th grade math teachers.
- Blended Learning Program.
- Stem Scopes Science curriculum with hands-on learning.
- Really Great Reading Program.
- WIN Time provides interventions on an as needed basis using flexible groupings.
- Robotics Program implemented through Fine Arts and afterschool club.
- Variety of weekly Assessments on TEKS to monitor progress through Power Zone Meetings (PZs) and PLC's.
- Tracking data by both students and teachers.
- Staff trainings provided for instruction as needed.
- Reading Specialist in 3rd grade ELAR support.
- TAMU-CC Partnership that provides extra support in classrooms.
- CIS will assist with the tracking of grades to ensure students perform above a 70% in all subject areas so that the overall failure rate stay below 2% of the school.
- ACE Tutoring and Enrichment Afterschool Program.

NEEDS:

- Consistency throughout the years
- Smaller class sizes
- Bilingual tutor to assist in closing the COVID gaps.
- STAAR Boot Camp to focus on test taking skills.
- Professional development for Emergent Literacy.
- Implement new programs in a timely manner with proper training.
- Certified Science teacher for Science Lab.
- Summer Curriculum Writing.

GOAL FOUR: WOE will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

STRENGTHS:

- Student Council
- U.I.L.
- Robotics
- Career Day (5th Year)
- STEM/STEAM
 - Science Fair
 - Portable Planetarium
 - Scheduled Science Lab
 - Project Lead the Way Modules
- Promotion of Colleges
- Investigating careers during counseling
- Library Helpers
- Enrichment: Student clubs such as Dance, Robotics, Running, Student Council, Yearbook Committee, Pep Squad.

NEEDS:

- Increase UIL teacher sponsorship
- Gifted and Talented needs to be differentiated in all content areas.
- Safety Patrol program to build leadership.
- GED and ESL classes for community.
- More field trips.
- Educate parents for/about college for career day
 - University Speakers
 - Parent Speakers in reference to ECHS

GOAL FIVE: WOE will attract, develop, support, and retain highly qualified staff

STRENGTHS:

- Bilingual and Grade Chair Stipends.
- BTA Mentor Program.
- Grow Your Own (TAMUCC).
- High Teacher Retention.
- Few probationary or emergency certifications .
- Effective communication with parent/guardian.
- District pays for tutorials.
- Bonus Stipend.
- Calibration for Teacher Incentive Allotment pay.
- Lower employee contribution for health insurance.
- Specialized consultants from ESC2.
- Reimbursement for Bilingual Certification if awarded.
- Reading and Math Specialists.
- Staff incentives.

- Strong positive morale.
- Relaxation room to support the teachers social and emotional support.
- Bear “Home Runs”.
- Blended Learning
- CRIMSI and High Quality Instructional Materials.

NEEDS:

- Attendance Stipends for faculty/staff.
- SPED Stipend.
- Survey teacher needs before consultants begin - University Speakers.
- Specialized consultants from ESC2 working with ELAR and Math supporting Lesson planning.
- Increase number of tutors (add a bilingual tutor).
- Additional para-professionals, one per grade level.
- Physical Education Para-professional.
- Competitive salaries.
- Pay increase.
- Curriculum writers.
- District support of staff positivity.

GOAL SIX: WOE will generate fiscally and ethically sound decisions that address current and future needs.

STRENGTHS:

- Budgetary Control
- Timely distribution of budget
- Selection of software for student use
- Administration assistance is timely.
- Collaboration between administration and teachers.

- Focus on Attendance.
- Accurate PEIMS coding.

NEEDS:

- Increased training on allowable use for local, state, and federal funds.
- Continued collaboration between the campus and district when developing, monitoring, and evaluating budgets.
- Inventory oversight.
- Budget transparency.
- Additional tutors (Math and Bilingual).
- Increase in salaries.
- Counselor interns.
- Continue to upgrade security (doors).
- Remediation for students.
- Updated Technology as needed
- More library books
- Update school playground.
- Update pavilion

GOAL ONE: WOE will provide a safe, healthy, and nurturing environment for all.

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
<p>Character Education through Bear Time and Counseling classes.</p> <p>All students 3rd through 5th grade have Bear-time. Classes focus on specific topics based on coping mechanisms within the 2023-2024 academic school year.</p>	<p>All students will participate in daily Bear Time activities.</p> <p>All students will have counseling class every 7 days.</p>	<ul style="list-style-type: none"> • Master Schedule • Local Funds • Title IV 	Administration Counselor	August 2023- May 2024
<p>The campus SHAC committee will collaborate with the Campus Advisory Team to ensure the well-being of the students.</p>	<p>The SHAC Chair will collaborate with the C.A.T. Chair a week after each SHAC meeting to ensure the agendas for the campus are aligned to ensure the well-being of the students.</p>	<ul style="list-style-type: none"> • District SHAC calendar 	C& I Team Administration Campus Advisory Team	August 2023- May 2024
<p>Safety Drills will be conducted and procedures will be followed with fidelity so that all students, faculty, and staff are aware of how to proceed during an emergency.</p>	<p>Notes will be recorded monthly on Google Drive to keep record of each drill as it occurs and campus leads will review data and plan for improvement.</p>	<ul style="list-style-type: none"> • Two-way Radios to communicate during drills. • Scheduled Safety Drill Calendar. • Shared Google doc 	Central Office Campus Administration Faculty and Staff	August 2023- May 2024

GOAL TWO: WOE will broaden and strengthen connections with families and community to achieve a culture of excellence.

Title One Element 3.1 Districts shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

Title One Element 3.2: Campuses shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

PERFORMANCE OBJECTIVE 1: 25% of WOE families will participate in parental involvement activity during the 2023-2024 school year.

PERFORMANCE OBJECTIVE 2: WOE will host one or more parental involvement activities per month during the 2023-2024 school year.

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
WOE will continue to host events before and after school to increase parental involvement. <ul style="list-style-type: none"> • Popcorn with parents • Coffee with Counselor • Trunk or Treat • PTO • Career Day • Science Fair • Open House • Meet the Teacher • Movie Night • Donuts with a grown-up • Book Fair • Frost Bank Mini Expo 	At least 25 families will participate in each event.	<ul style="list-style-type: none"> • Facebook • Band app • Robocalls/texts • Title I 	Administration Designated grade level representative PTO Media specialist	August 2023- May 2024

<ul style="list-style-type: none"> • Talent Show • Science Night with TAMUCC 				
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Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
<p>WOE will work with community partners to be part of campus events. WOE will continuously reach out to community partners to be part of PTO initiated events and campus events such as Novel Night, Career Day, and Science Fair. We will emphasize the use of a virtual platform as necessary.</p>	<p>WOE will have 25 community partners participate in events during the 2023-2024 school year.</p>	<ul style="list-style-type: none"> • Social Media • Personal phone calls/emails • Title 1 	<p>Administration Committee Lead Chairs Media Specialist CIS Parent and Family Engagement Coordinator</p>	<p>August 2023- May 2024</p>

GOAL THREE: WOE will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

TEA PRIORITIES TWO: Build a Foundation of reading and math

Title One Element 2.4: will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

Title One Element 2.5: will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Title One Element 2.6 will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

PERFORMANCE OBJECTIVE 1:

1. The percent of students that score meets grade level or above on Third Grade STAAR Reading will increase to 40% by May 2024.
2. The percent of students that score meets grade level or above on STAAR Math will increase to 40% by May 2024.
3. The percent of students that score meets grade level or above on STAAR Science will increase to 40% by May 2024.
4. SPED scores will increase by 40% at the approaches and meet levels.
5. EL scores will increase by 15% at the approaches and meets levels.

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
Data-driven lesson planning and instruction based on: <ul style="list-style-type: none"> • Data Analysis of End of Unit Exams • TEKS Tracking • Benchmarks (BOY, MOY, EOY) • Informal Assessment (teacher led) 	Continue to implement systems and structures for lesson planning that targets all students (including special populations) 100% of the time. Teacher led PLCs will be held weekly with support from curriculum leaders and administration.	<ul style="list-style-type: none"> • Data Digs • Instructional Playlist • State Compensatory Funds 	Grade Level Chairs Reading Specialist (3 rd grade) Administration ESC-2 Representative	On-going through data analysis
Math teachers will participate in the TEA CRIMSI program and Blended Learning.	All math teachers will use High Quality Instructional Materials to ensure all students are receiving rigorous grade level instruction.	<ul style="list-style-type: none"> • TEA developed curriculum 	Blended Learning Coach Administration Teachers	August 2023- May 2024
Students will receive tutoring based on HB4545. During the day tutors as well as after school program tutoring will be used to deliver this instruction.	All fourth and fifth graders who did not score at the approaches level or above on the 2023 STAAR will receive at least 30 hours of small group instruction based on assessment data.	<ul style="list-style-type: none"> • Title I • ESSER II • ESER III 	Instructional Coach Administration Tutors Teachers	August 2023- May 2024

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
<p>WIN Time Students will receive small group instruction based on their academic needs. Testing data will be used to create the small groups.</p>	<p>Students will set individual academic goals and record them in their WIN time journal. Goals will be revisited and adjusted throughout the school year.</p>	<ul style="list-style-type: none"> • WIN Time Journals • Master Schedule • Testing Data 	<p>Teachers Students Administrators</p>	<p>August 2023- May 2024</p>

GOAL FOUR: WOE will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

TEA PRIORITIES THREE: Connect high school to career and college

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
The campus will create more opportunities for teachers to sponsor an academic U.I.L. activity.	Have 100% of all offered academic U.I.L. activities sponsored by the beginning of September and follow through with preparing students for competition.	<ul style="list-style-type: none"> • Sponsor Recruitment • Student Recruitment • Schedule of Practices • Local Funding 	U.I.L. Coordinator Administration	September 2023-April 2024
The campus will create student groups such as student council, library helpers, yearbook committee, robotics club and dance team to encourage student led groups.	Students will participate in these student led extracurricular activities to increase student leadership on campus. Yearbooks will be created this school year, the robotics team will attend competitions, dance team will perform at various community events, and student council will host campus events.	<ul style="list-style-type: none"> • Club Sponsors • Yearbook Program • Robotics Competition paperwork. • Student council calendar of events. 	Club Sponsors Administration	April 2024

Teachers of G/T will work systematically to challenge and grow G/T students academically by tracking their annual project as per the TX State Plan.	100% of students identified as G/T will follow a timeline to develop their G/T project.	<ul style="list-style-type: none"> • Timeline • Student Proposals • Local Funds • G/T Funds 	Executive Director of Academics Administration Counselor	Educational Showcase at WOJHS
Provide enrichment opportunities for students through the after school ACE Program. <ul style="list-style-type: none"> • Nature club • Cooking Club 	At least 30% of WOE students will participate in enrichment activities in the after-school Bear Center.	<ul style="list-style-type: none"> • Title I • ESSER II • ESSER III 	ACE program coordinator Counselor Teachers	October 2023-May 2024
Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
WOE will host multiple events for its students to build college and career awareness.	Host at least 3 college and career awareness events. <ul style="list-style-type: none"> • Career Day • Robotics • College Day 	<ul style="list-style-type: none"> • Local funds • Community participants 	Administration Counselor Parent Involvement Coordinator	August 2023-May 2024

GOAL FIVE: WOE will attract, develop, support, and retain highly qualified staff.

TEA PRIORITIES ONE: Recruit, support and retain teachers and principals.

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
WOE will continue to participate in the district's Bear Tip Academy for new hires.	All 1st-3 rd year teachers will attend Bear Tips Academy per the district schedule	<ul style="list-style-type: none"> Assigned Mentors C&I Department 	C&I Department Administration	August 2023-May 2024
<p>WOE will host Texas A&M University-Corpus Christi teacher candidates and student teachers.</p> <p>WOE will support one Grow Your Own tutor to become a certified teacher.</p>	WOE will host Grow Your Own and other teacher candidates for the academic school year.	<ul style="list-style-type: none"> TAMU-CC Students TAMU-CC Faculty 	C&I Department Administration TAMU-CC Faculty	August 2023-May 2024
WOE will participate in the Teacher Incentive Allotment	All certified teaching staff will participate in the Teacher Incentive Allotment (TIA) process in order to qualify for additional compensation beginning in the 2022-2023 school year.	<ul style="list-style-type: none"> State TIA funding allotment C&I Department ESC-2 Campus Administrators Instructional Facilitators 	C&I Department Instructional Facilitators Campus Administration	August 2023-May 2024

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
WOE will encourage teacher morale by providing positive activities to promote self-care and team building.	Each 9 Weeks: One teacher celebration “Home Run” rewards Holiday Activities Relaxation Station Visits Dress Up Days Jean Passes	<ul style="list-style-type: none"> • Donations (food and prizes) • Home Run Passes • Relaxation Station • Dress Up Day Flyers • Jean Passes 	<ul style="list-style-type: none"> • Campus Administrators 	August 2023- May 2024

GOAL SIX: WOE will generate fiscally and ethically sound decisions that address current and future needs.

Strategy	Measurable Goal (Specific benchmarks)	Resources	Responsible (Person/s)	Time-Bound
WOE will ensure the use and implementation of purchased programs and materials.	100 % of teachers will utilize core electronic platforms (Zearn, Learning Farm, Typesy) and adopted materials	<ul style="list-style-type: none"> • Title I • EMAT • ESSER 	Administration Instructional Coach Grade Level Chairs	August 2023- May 2024
Prioritize instructional and professional development to address needs demonstrated by data.	All instructional and professional development trainings will be aligned to needs supported by data examined in monthly Power Zone meetings and teacher identified needs for growth. Administration will also make suggestions based on teacher observations.	<ul style="list-style-type: none"> • Academic Data • C & I Department Funds • Title I Funds • Title II Funds • Local Funds 	Administration Instructional Coach Grade Level Chairs	August 2023- May 2024
WOE will host training on allowable use for local, state, and federal funds for grade level chairs.	All grade level chairs will have an appropriate working knowledge of which funds can be used for making requisitions.	<ul style="list-style-type: none"> • Training 	Business office Campus Administrators	May 2024

APPENDIX A:
CAMPUS ADVISORY TEAM MEMBERS

CHAIR
Marcy Davis

PROFESSIONAL TEACHER STAFF:

Genger Holt
Katrina Najera

Amanda Gonzalez
Jennie Rubio

Camdace Orta
Sandra Riojas

PARENTS

Michelle Avalos

Andrea Casas

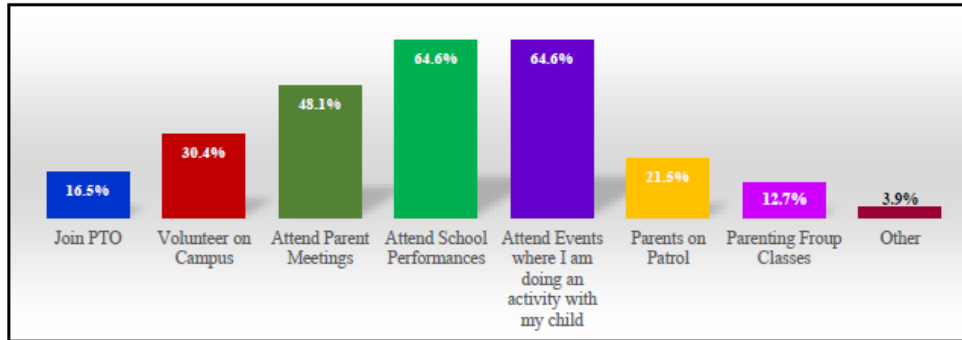
COMMUNITY-BUSINESS MEMBERS

Ruben Navarro
Tameka Weathers

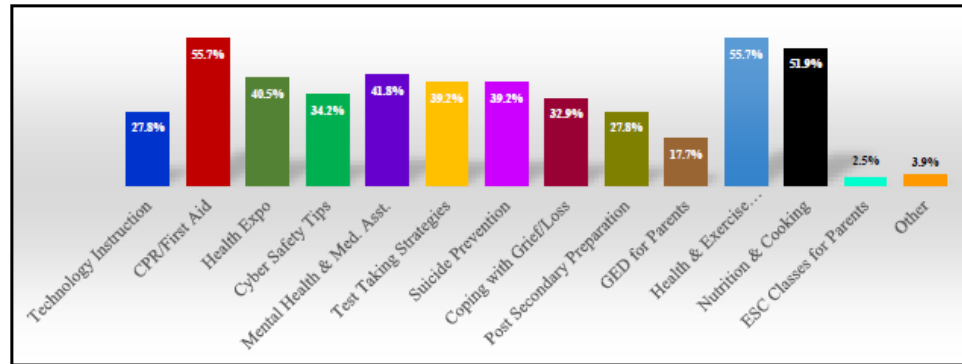
DISTRICT REPRESENTATIVE
Superintendent Kimberly Moore

APPENDIX B:
PARENT SURVEY

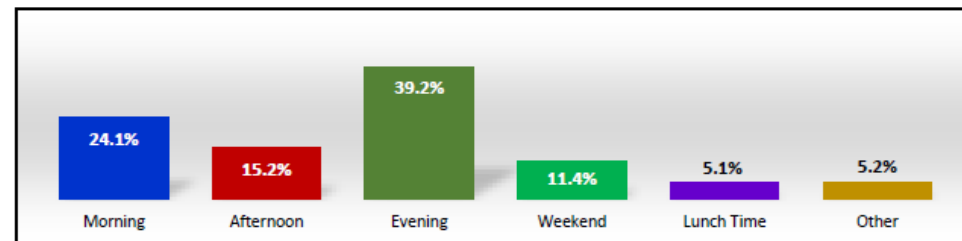
1. What types of Parent Involvement would you be interested in?



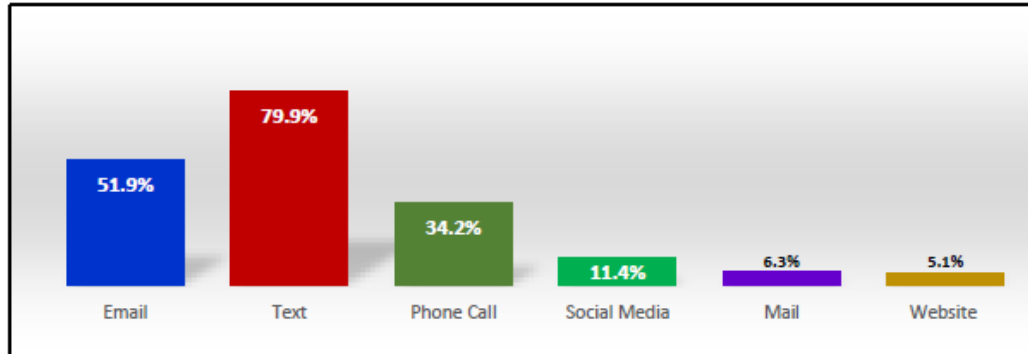
2. The kinds of resources and services you would like to see made available in the district.



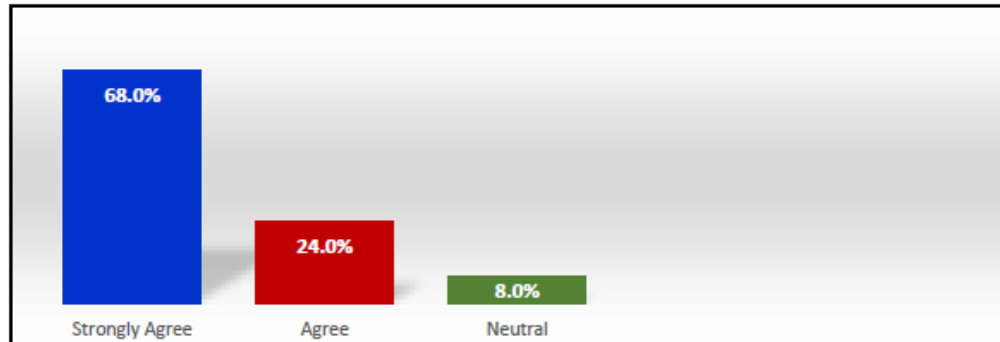
3. What is the best time of the day to offer the above topics?



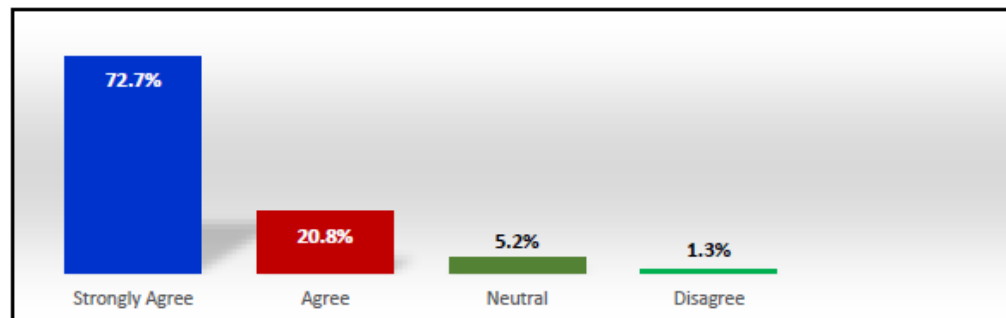
4. What is your preferred method of communication?



5. The school has done a good job of keeping me informed about scheduled school events and activities.



6. I feel comfortable reaching out to teachers and staff with questions and concerns.



APPENDIX C:
ACHIEVEMENT DATA

Overall Rating



88 out of 100



Distinction Designations

Academic Achievement in English/Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% : Comparative Academic Growth

Postsecondary Readiness

Top 25% : Comparative Closing the Gaps

APPENDIX C:
ACHIEVEMENT DATA

STAAR 2021-2022

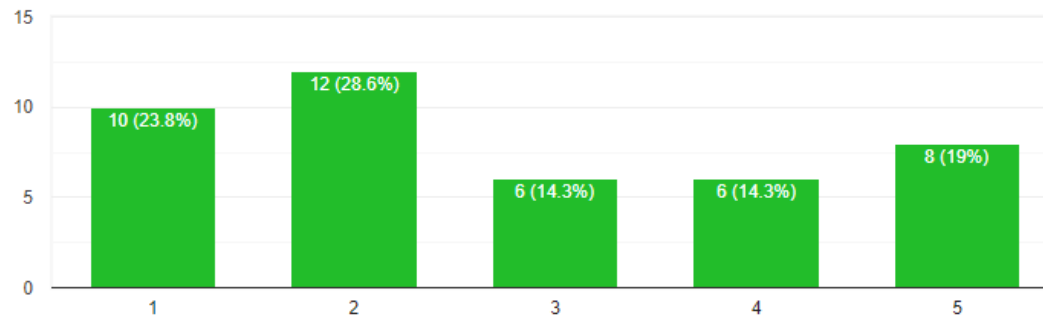
3rd STAAR		4th STAAR		5th STAAR	
Math		Math		Math	
Approaches	63%	Approaches	56%	Approaches	75%
Meets	24%	Meets	26%	Meets	35%
Masters	6%	Masters	8%	Masters	8%
Did not meet	37%	Did not meet	44%	Did not meet	25%
Reading-Language Arts		Reading-Language Arts		Reading-Language Arts	
Approaches	74%	Approaches	72%	Approaches	81%
Meets	33%	Meets	32%	Meets	33%
Masters	2%	Masters	6%	Masters	2%
Did not meet	26%	Did not meet	28%	Did not meet	19%

APPENDIX D:
CLIMATE SURVEY

1=Strongly Agree 2=Agree 3=Neutral 4=Disagree 5=Strongly Disagree

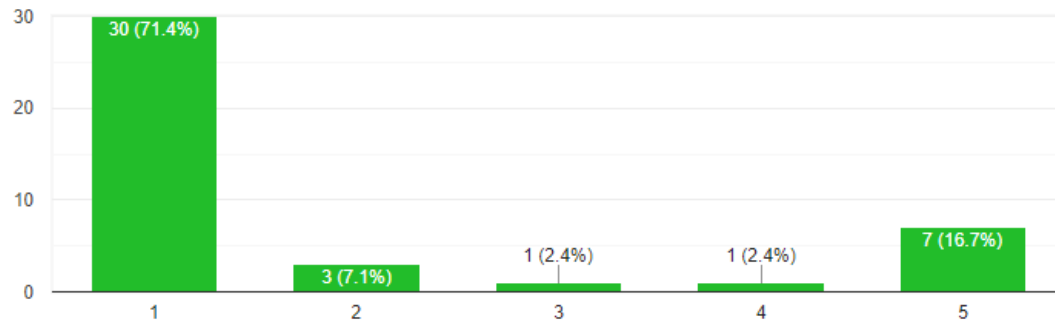
My school is well-maintained--working A/C and heat, adequate lighting, well-kept grounds.

42 responses



There is a teacher, counselor, or other staff member at school to whom a student can go for help with a school problem.

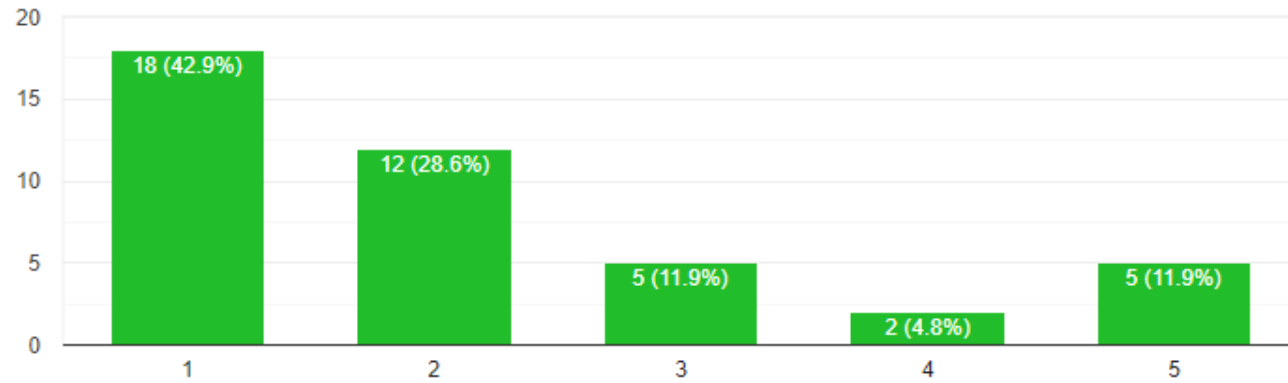
42 responses



APPENDIX D:
CLIMATE SURVEY

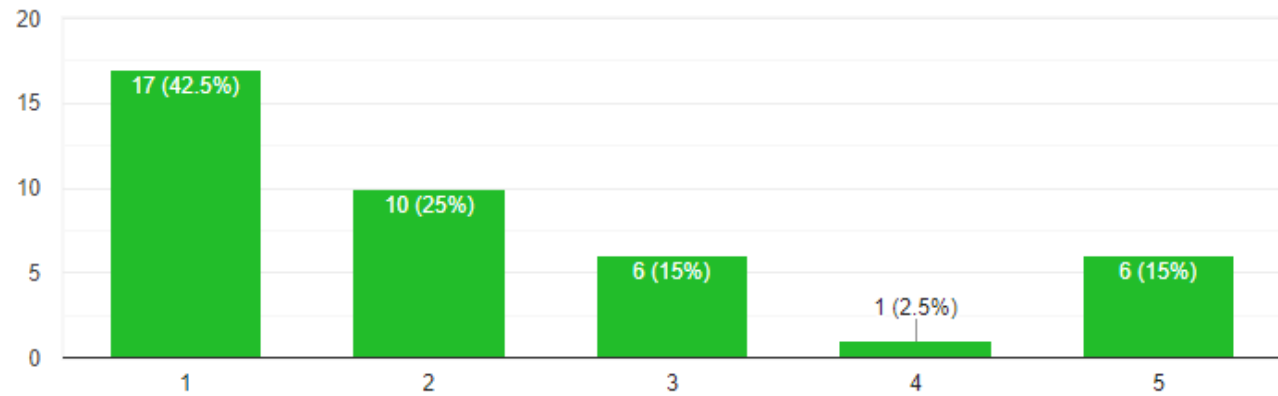
High learning standards are set for all students at this school.

42 responses



Helping students meet challenging academic goals is a primary focus at this school.

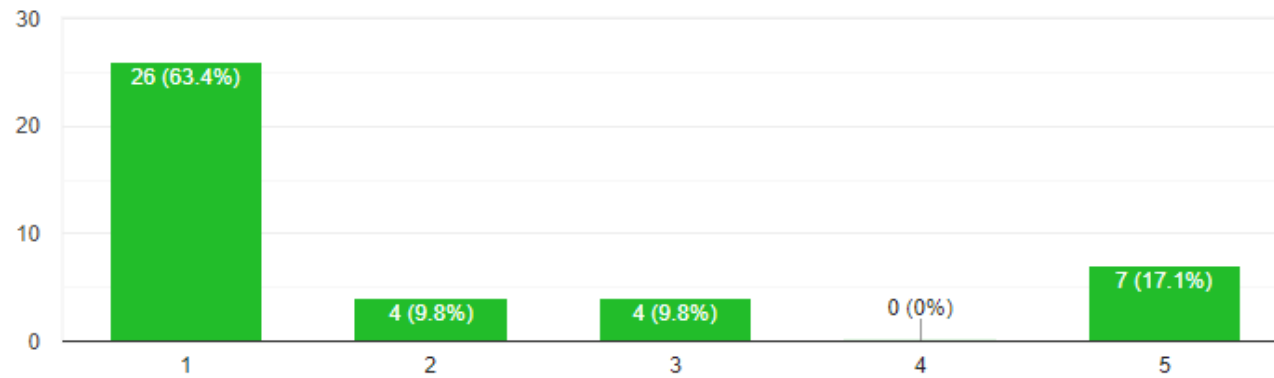
40 responses



APPENDIX D:
CLIMATE SURVEY

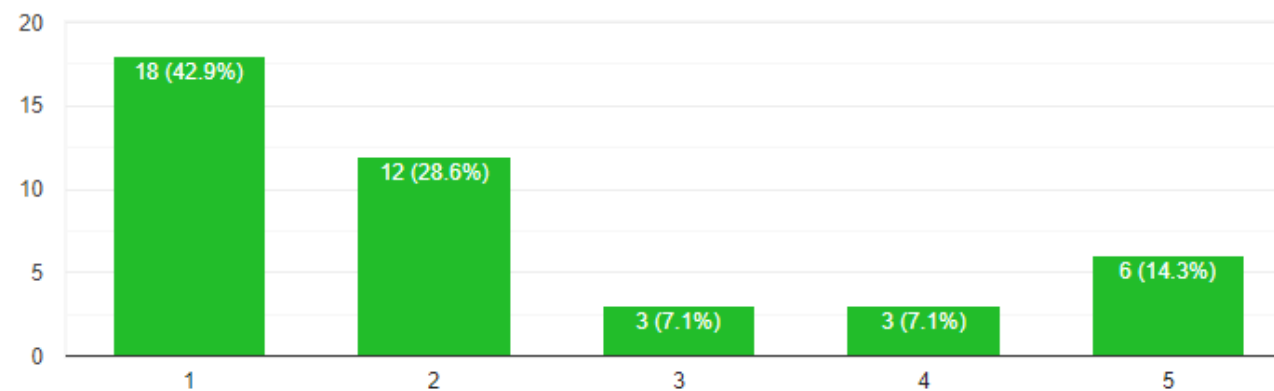
Students get the support they need at school for academic and/or career planning.

41 responses



Students at this school are learning what they need to know to be successful in the next grade or after graduation.

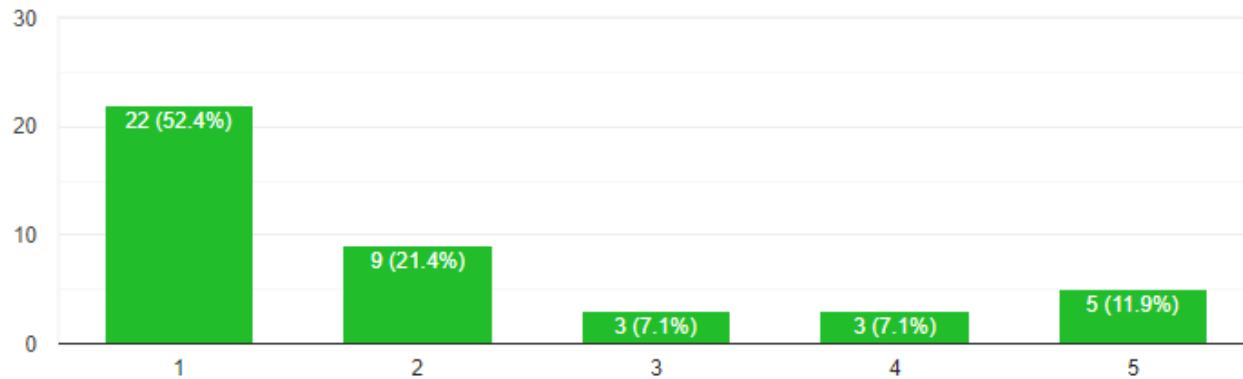
42 responses



APPENDIX D:
CLIMATE SURVEY

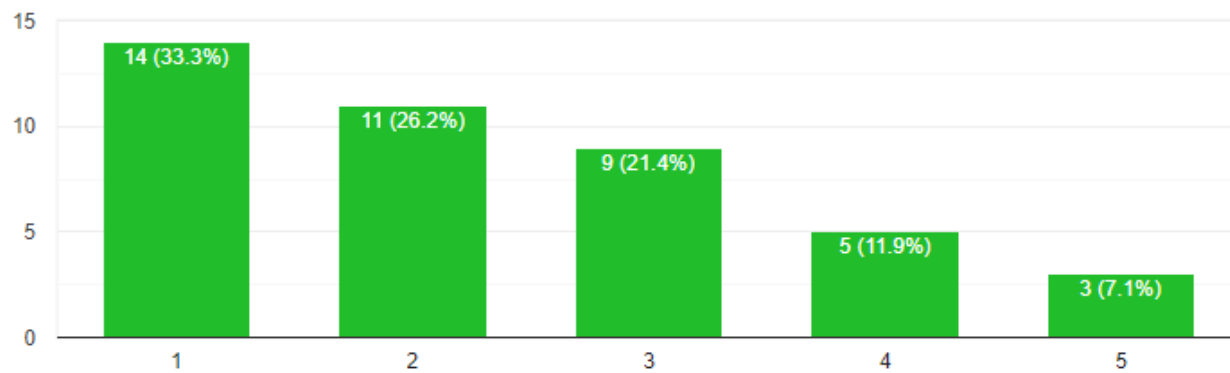
I enjoy working at this school.

42 responses



The professional development sessions I have attended have helped me to better meet the learning needs of my students.

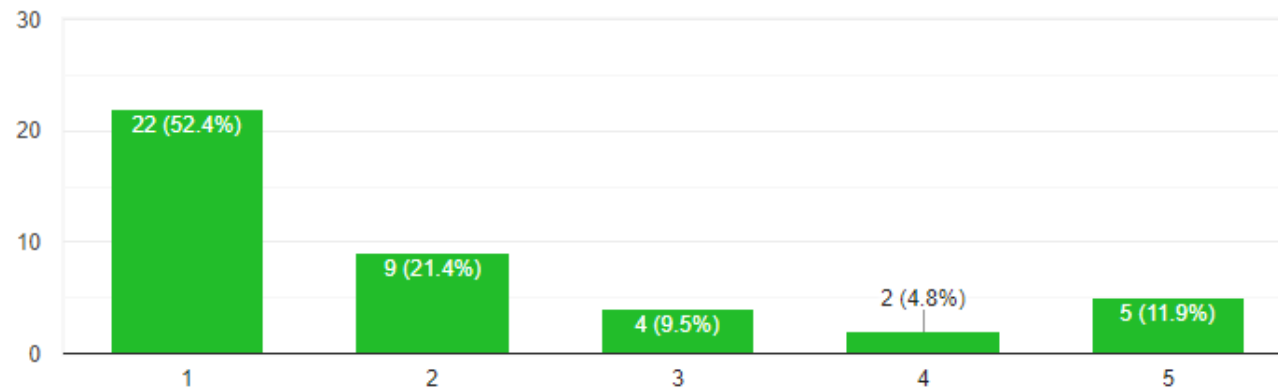
42 responses



APPENDIX D:
CLIMATE SURVEY

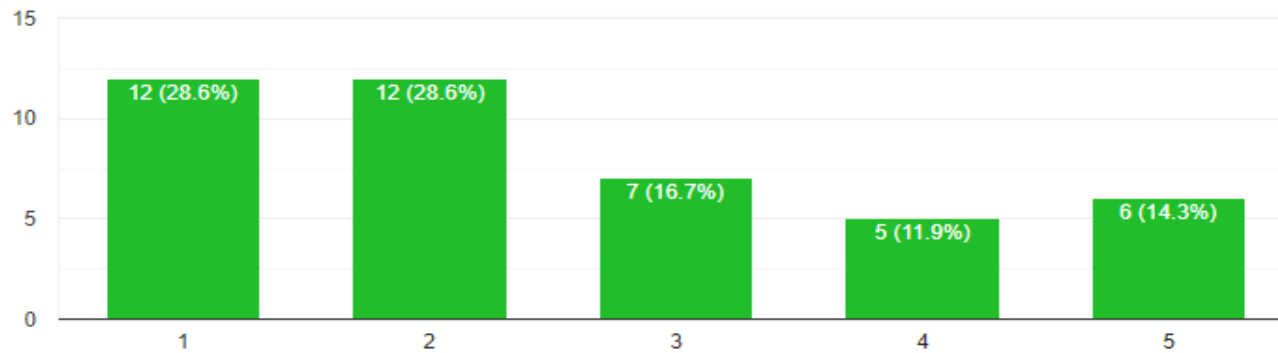
I feel respected and supported by the other teachers at this school.

42 responses



I have the materials I need--such as textbooks, computers, manipulatives--to effectively teach my students.

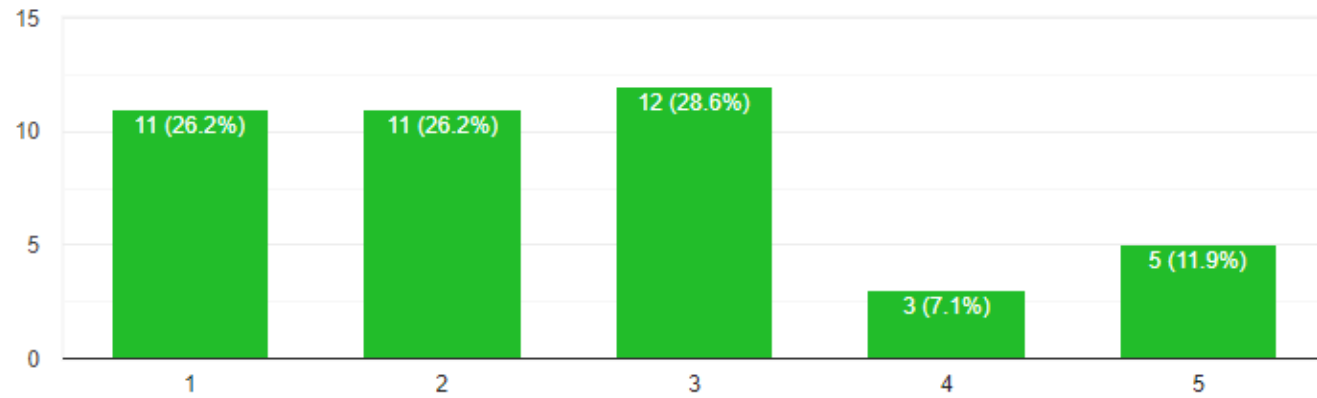
42 responses



APPENDIX D:
CLIMATE SURVEY

Students have access to reliable computers at school for learning purposes.

42 responses



WEST OSO ISD LITERACY PLAN

FRAMEWORK

The literacy program framework is an expectation of West Oso ISD. This plan specifies the implementation of the Texas Essential Knowledge and Skills (TEKS) curriculum, selection of instructional resources, and assessment of student learning. All students in the district will be given high quality curriculum materials and instruction with the goal of every student reading at or above grade level.

The literacy plan will be implemented as follows:

- The C&I department in conjunction with the instructional facilitators will outline the requirements of the district literacy plan. All members of the team will provide direct support and resources to the campuses.
- The campus administrators will ensure that the literacy plan is implemented with fidelity.
- Teachers will provide input on the plan during the Summer Curriculum Writing sessions and throughout the year as refinements are made.
- Teachers will adhere to the literacy plan in addition to creating a literacy-rich environment for students.
- All team members will utilize the district curriculum resources (both print and online documents) that were selected by the district adoption committee.
- All team members will complete the Reading Academies required by HB3. In addition to the implementing tools from the Reading Academies, the team will utilize researched-based practices.
- In addition to assessments provided through the instructional technology programs, teachers will create both an A and B formative, end of unit, and benchmark assessments to regularly determine student progress with the TEKS. In writing, the teachers will use the appropriate rubric to assess both the process, conventions, and specifics to the genre.
- Teachers will fulfill the district requirements for student progress monitoring. Campus administrators and the C&I department will implement a timeline for monitoring students' progress. Data will be collected for students in special programs to ensure they are meeting their goals.
- Students struggling with reading performance will be individually monitored through the RTI Tiered Response System. Both campus administrators and the C&I department will review the data and provide support and resources to the campuses.
- Librarians will collaborate with teachers and campus administrators to select appropriate texts for the library, support instructional plans, provide campus instructional technology training and data monitoring, and assist students in selection of books at the independent reading level.
- Auxiliary staff will encourage and promote the culture of reading by working together with classroom teachers.

- Campus tutors and student teachers will work, individually and in small groups, with struggling students utilizing the curriculum materials provided by the campus. Enrichment activities will be given to students who have mastered the curriculum.
- Campuses will offer a variety of reading events such as book fairs, literacy nights, guest speakers, and author visits. The Sight Word Superheroes and AR Points Program will recognize students that meet their goals.
- The diversity of student cultures and backgrounds will be acknowledged and incorporated into the literacy program.
- All students who did not meet grade level expectations will be placed into tutoring groups with a 3:1 student teacher ratio whenever possible.
- Additional tutoring will be provided during after school programming.
- Grade level teams will have common planning time to collaboratively develop lessons, assessments, and pacing calendars.

CURRICULUM, INSTRUCTIONAL MATERIALS AND TECHNOLOGY

CURRICULUM

- ELAR TEKS
- TEKS Resource System (TRS)

INSTRUCTIONAL MATERIALS

- Really Great Reading
- Heggerty
- Savvas

INSTRUCTIONAL TECHNOLOGY

- Renaissance Learning (AR and STAR)
- Moby Max (JFK)
- Learning Farm
- Study Island
- Pebblego & Pebblego Next
- Tumblebooks
- Starfall
- Rosetta Stone

RESOURCES

- Lead4ward
- CLI Engage
- Reading Academies
- Amplify (Both testing and interventions)

LITERACY BLOCKS

Teaching reading skills effectively is a complex task which requires that sufficient time is allocated for the teaching of the necessary elements of reading which are: phonological awareness, phonics, vocabulary, fluency and reading comprehension. To support students' growth, the teacher needs to use instructional materials as well as the read aloud with accountable talk, word study, writing and other programs to specifically target needed growth. To teach phonological awareness, oral language, and vocabulary, read aloud, fluency, comprehension, word study, and writing. Individual and small group instruction include paired reading, sharing reading, independent reading, and guided reading.

West Oso ISD is creating standardized literacy blocks for all grade levels (K-5). These blocks specify the amount of time for teaching the skills needed for students to become proficient in reading.

Literacy Blocks			
General Description	K	1st	2nd
Phonological and Phonemic Awareness Heggerty, RGR	50 min.	50 min.	50 min.
Read Aloud with Accountable Talk	10 min.	10 min.	10 min.
Comprehension	20 min.	20 min.	25 min.
Writing	25 min.	30 min.	30 min.
Groups & Centers	45 min.	40 min.	40 min.
	150 min.	150 min.	150 min.

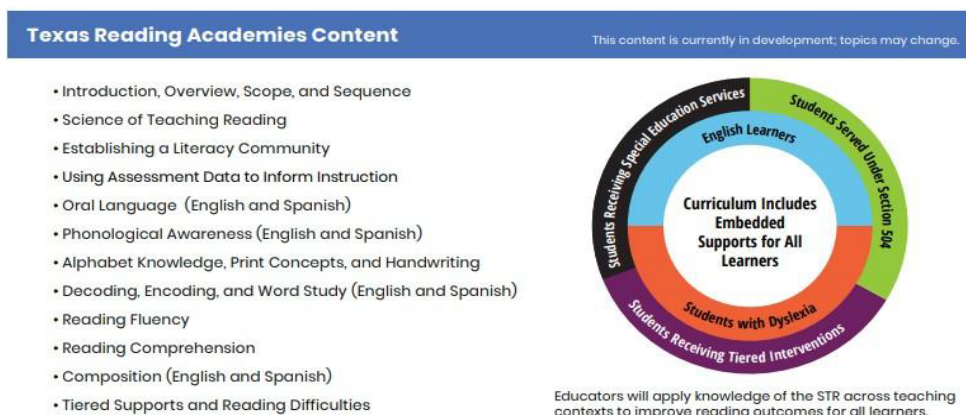
General Description	3rd	4th	5th
Word Work fluency, phonics, morphology, phonemic awareness	25 min	25 min	25 min
Writing mini lesson, read-aloud,	40 min.	40 min.	40 min.
Guided Reading & Centers mini-lesson, comprehension, extensions (from word work),	45 min.	45 min.	45 min.
	110 min.	110 min.	110 min.

READING ACADEMIES

Per House Bill 3 (HB3), passed by the 86th Texas Legislature in June of 2019, all K-3 grade teachers and principals must attend a "teacher literacy achievement academy" by the 2022 - 2023 school year. Special education teachers, librarians, and literacy specialists are also required to attend.

The C&I staff, instructional facilitator, and campus administrators completed the Reading Academies during the 2020-2021 school year. Twenty-three staff members are completed the Reading Academies during the 2021-2022 school year. The remaining seventeen staff members required to complete the Reading Academies will do so during the 2022-2023 school year.

The graphic below summarizes the content taught in the course:



PROGRESS MONITORING & ASSESSMENT

- Students in grade levels K-3 are assessed at the beginning, middle, and end of the [school](#) year using the mCLASS with Amplify Reading - Early Literacy Assessment. mCLASS is an integrated, gold standard literacy system based on the science of reading that offers teacher-administered assessment.
- Students in grades 1-3 are assessed using the Standardized Test for the Assessment of Reading (STAR) three times a year. Kindergarten students are assessed in the spring only.
- Students in grades K-3 are assessed each six weeks on sight word recognition.
- Students have fluency checks every three weeks.
- Teachers record students' Guided Reading Levels (instructional reading level) based on teacher observation of student's reading and Accelerated Reader (independent reading level) every six weeks on the Progress Monitoring google spreadsheet.
- Students take End of Unit (EOU) assessments that are aligned to grade level TEKS with the opportunity for reteach and another assessment as needed.

MOTIVATIONAL TOOLS

- A variety of incentives will continue to be implemented. Individual students and classes will receive Accelerated Reader awards. These awards will be based on students achieving individual goals (differentiated by students' reading level).
- Both John F. Kennedy and West Oso Elementary will hold literacy events that promote reading. Those events include Family Literacy Nights, Author Visits, DEAR Day, Book Tasting, and Book Fairs.
- The sight word club recognizes students who master their sight words each six weeks.
- Students will utilize their own self-monitoring data sheets to track their progress.
- Extracurricular opportunities include: UIL Storytelling, Oral Reading, and Spelling; Regional Spelling Bee; Battle of the Books, and after school Book Club.

INTERVENTION

The K-3 Reading Specialist will be hired to focus on struggling students.

Responsibilities will include:

- Evaluate student data for strengths and weaknesses in reading

- Assist teachers in disaggregating and analyzing data from Amplify, formatives, EOUs, benchmarks, and STAAR
- Coordinate individual and small group support services for students experiencing reading difficulties
- Train and monitor grade level tutors
- Assist with planning
- Modeling research-based instructional strategies

Other Intervention Activities:

- High quality curriculum, instruction, and instructional technology materials will continue to be vetted and usage monitored.
- Reliable and engaged tutors will continue to be hired and trained. The frequency of sessions will be predetermined, materials will be aligned to TEKS and curriculum, and classroom teachers will be included in progress monitoring.

ELAR PROFESSIONAL LEARNING

- Heggerty - Phonemic Awareness. This training will be facilitated by the Reading Specialist.
- Moby Max (JFK) used for RTI Tier II with specific goals set for students
- Guided Reading-Providing small group focused instruction using differentiated, research-based lessons to support student growth.
- Really Great Reading systematic and explicit phonics instructional program
- Tutor Training- Dr. Bethanie Pletcher will train the iHeart tutors; West Oso will train the tutors that are hired by the district
- mCLASS Reading Assessment- training on administering and analyzing the results of this assessment will be provided for new teachers and retraining will be provided as needed.
- Writer's Workshop training will be provided for all teachers (K - 2nd) at JFK and ELAR teachers from WOE and be implemented this school year.