Westwood Independent School District



Accountability Rating: D

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:28 PM

Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

Vision

Westwood ISD...Where Panthers excel today and lead tomorrow.

Value Statement

At WISD, we believe:

In academic excellence for all students
In developing leaders at all levels
Every person is a leader - they lead from where they are
Our students want to excel and have pride in accomplishments
Pride and tradition are foundational to our success
Students have a place to belong
Parental involvement is welcome and parents are encouraged to have a voice
Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
In being the best
We are all a part of the Panther family

Panther Core Values

Positive - Panthers will remain focused on the opportunities available in every challenge.

Active - Panthers create a positive environment by being engaged and involved.

Noble - Panthers treat others kindly and do the right things even when no one is watching.

Teamwork - Panthers work together and lift each other up.

Heartful - Panthers are compassionate and are always thinking of others.

Excellence - Panthers perform at their personal best and BELIEVE in themselves and others.

Ready - Panthers are ready to learn!

Table of Contents

Comprehensive Needs Assessment 6

Demographics 7

Student Learning 10

District Processes & Programs 13

Perceptions 15

Priority Problem Statements 17

Data Documentation for CNA 20

Improvement Planning Data 21

Accountability Data 21

Student Data: Student Groups 21

Goals 22

Goal 1 : School Culture and Climate (Safe and Secure Schools): Westwood ISD will ... 23

Goal 2 : Student Achievement: Westwood ISD will accelerate academic achieveme... 29

Goal 3 : Staff Quality, Recruitment, and Retention: Westwood ISD will design and c... 34

Goal 4 : Demographics: Westwood ISD will continue to identify the educational nee... 37

Goal 5 : Westwood ISD will ensure all high school graduates demonstrate college, ... 41

Goal Tables 44

RDA Strategies 45

State Compensatory Education 46

Budget for District Improvement Plan 47

Personnel for District Improvement Plan 47

Title I Summary 48

Title I 49

Descriptor 1: Student Progress Monitoring and Supports 49

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 49

1.2 Identifying students who may be at risk for academic failure; 49

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; 49

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; 50

Descriptor 2: Teacher Quality 50

Descriptor 3: School Improvement and Support Activities 50

Descriptor 4: Measure of Poverty 50

Descriptor 5: Nature of Programs 51

Descriptor 6: Services to Homeless Children and Youth 51
Descriptor 7: Parent and Family Engagement Strategy 51
Descriptor 8: Early Childhood Education Programs and Transition Plans 52
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program 52
Descriptor 10: Middle to High School/High School to Postsecondary Transitions 52
10.1 Coordination with institutions of higher education, employers, and other local partners; 52
10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; 53
Descriptor 11: Discipline Disproportionality 53
Descriptor 12: Coordination and Integration 53
12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; 53
12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; 53
Descriptor 13: Other Proposed Uses of Funds 54
13.1 Assist schools in identifying and serving gifted and talented students; 54
13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 54
Title I Personnel 54
Committees 55
Site Based Decision Making Committee 56
Meeting Logs 56
Members 56
Assurances 58
Funding Summary 60
199 General Fund 61
199-PIC 21 State Gifted and Talented (G/T) 61
199-PIC 22 State Career & Technical 61
199-PIC 23 State Special Education 61
199-PIC 24 State Comp Ed (SCE) 62
199-PIC 25 State Bilingual/ESL 62
244 Perkins Career & Technical Education 62
211 Title I, Part A 62
255 Title II, Part A, TPTR 63
289 Title IV, SSAEP 63

270 Title V, RLIS 63
IDEA-B Formula 63
IDEA-B Preschool 64
Policies, Procedures, and Requirements 65
Addendums 67

Comprehensive Needs Assessment

Demographics

Summary

Westwood Independent School District is situated in the rural setting of Palestine, Texas, providing a unique educational environment that reflects the close-knit community it serves. As a 3A district, we serve a student population of approximately 1,276.

Four Schools:

Campus	Grade Span	Student Population
Westwood Primary School	EE-2	332
Westwood Elementary School	3-5	269
Westwood Middle School	6-8	297
Westwood High School	9-12	378

The district's stakeholders include students, staff, parents, community members, and local business owners. Stakeholders are invited to participate in the District Site Based Decision Making Committee where improvement planning and implementation are discussed and reviewed at periodic meetings throughout the school year. Stakeholders can also provide their input through surveys and various, ongoing feedback opportunities.

The district's economically disadvantaged student population represents approximately 81% of enrollment — one of the highest rates in Region 7 — underscoring the critical importance of equitable access to high-quality instruction for all students.

According to the information in the 2024-2025 TAPR, WISD has the following:

Student Information	Percent
Migrant	0.1%
Experiencing Homelessness	1.4%
Special Education	19.3%
Emergent Bilingual	6.3%
At-Risk	44.8%
Gifted and Talented	5.3%
Student Mobility(23-24 rates)	14.2%
Dropout Rate	0%
Ethnic Distribution	**Percent**
African American	21.2%
Hispanic	24.9%
White	47.3%
American Indian	0.7%
Asian	0.4%
Pacific Islander	0.0%
Two or More Races	5.5%

Class of 2024	District	Region	State
Graduated	98.9%	89.4%	90.7%
Continued HS	1.1%	5.0%	3.1%
Dropped Out	0.0%	5.3%	5.8%

WISD has 107 teachers who make up 42.4% of the total professional staff. The campuses are supported by around 34

paraprofessionals, 4 assistant principals 4 counselors, and 4 school nurses. The district also employs 5 instructional coaches, 4 ARD Facilitators, and 2 special education diagnosticians.

Teacher Ethnicity	Percent
African American	18.3%
Hispanic	6.4%
White	73.4%
American Indian	0.9%
Two or More Races	0.9%

Teachers by Sex	Percent
Males	27.5%
Females	72.5%

Teachers by Highest Degree Held	Percent
No Degree	5.5%
Bachelors	72.7%
Masters	21.8%

Teachers by Years of Experience	District Percent	State Percent
Beginning Teachers	11.9%	7.3%
1-5 Years Experience	36.6%	28.3%
6-10 Years Experience	11.8%	19.7%
11-20 Years Experience	24.4%	27.6%
21-30 Years Experience	9.2%	14.1%
Over 30 Years Experience	6.1%	3.0%
Turnover Rate for Teachers	27.6%(down from 30%)	18.8%
Number of Student per Teacher	12.7	15

Experience of Campus Leadership	District	State
Average Yrs Experience of Principals	3.3	6.0
Average Yrs Experience of Principals w/ District	2.8	5.1
Average Yrs Experience of Assistant Principals	2.3	5.1
Average Yrs Experience of Assist Principals w/ District	2.3	4.3

Strengths

- The district's 4-year graduation rate of 97.8% exceeds both the Region 7 average (91.6%) and state average (90.3%)
- Hispanic, EB/EL, Two or More Races, and Economically Disadvantaged students have all graduated at or near 100% across multiple consecutive years
- The district maintains a 0% dropout rate for all measured student subgroups
- The student-to-teacher ratio (12.7) is lower than the state average (14.7), providing opportunity for more individualized instruction
- Each special program has a defined process for properly identifying students for services
- Gifted and Talented students perform at the highest levels: 100% Approaches and 85% Meets in Mathematics; 98% Approaches and 93% Meets in RLA (2024-2025)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Westwood's teacher turnover rate of 30% is 10.9 points above the state average of 19.1%, creating instructional instability. With 43% of teachers having five or fewer years of experience, including 14% who are in their first year, the district must invest in structured induction, mentoring, and retention strategies.	Westwood ISD lacks a formalized, sustained induction and mentoring system that provides structured support, instructional coaching, and professional development specific to the needs of early-career teachers in a high-poverty rural context.
2 ★	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.
3	Assistant principal leadership experience averages 1.8 years, significantly below the state average of 5.1 years, creating a leadership capacity gap that must be addressed through deliberate development and pipeline-building efforts.	(1) the absence of a deliberate internal leadership pipeline that identifies high-potential teachers early and provides structured preparation for campus leadership roles before a vacancy creates urgency; and (2) the structural limitations of a small small rural district where the pool of experienced external candidates is limited and compensation competitiveness constrains recruitment.

★ = Priority

Student Learning

Summary

Westwood ISD has received a D rating district-wide in both 2024-2025 and 2025-2026. The most notable shift between years is in the Academic Growth domain, which improved from an F (59) to a D (61) — driven primarily by a 5-point gain in RLA growth. However, the Student Achievement domain declined 1 point and Mathematics Academic Growth continued to decline, dropping 4 points from 49 to 45. The Closing the Gaps domain showed the strongest improvement, gaining 6 points from 61 to 67.

The district has earned 0 out of 11 evaluated Distinction Designations in 2025-2026.

Westwood High School declined from a B (84) to a C (77) between 2024-2025 and 2025-2026, though it remains the district's highest-performing campus. This 7-point decline warrants monitoring to ensure the secondary pipeline remains strong as LIFT implementation builds capacity in the feeder campuses.

From a graduating class of 95 students, 86 (91%) met CCMR criteria in 2024-2025 — a 7-point decline from 98% in 2023-2024. The primary driver of CCMR performance remains Industry-Based Certification, with 77.9% of graduates earning an IBC across seven CTE pathways. TSI criteria — the most direct measure of academic college readiness — remains at 21.1% for both subjects, meaning only 1 in 5 graduates demonstrated college-level readiness in both Math and RLA.

Westwood Middle School remained an F in both years, improving 2 points from 53 to 55 — insufficient progress for a campus under State Support Intervention (SI) status in LASO Cycle 4. Both Student Achievement and School Progress remain at F, confirming that students are not achieving at grade level and are not growing at expected rates.

Westwood Elementary declined 5 points from 67 to 62, remaining rated D. Westwood Elementary carries SI status under LASO Cycle 4. These declines reinforce the urgency of HQIM and RBIS implementation in the elementary and primary grades.

The most pronounced and persistent achievement gaps are concentrated in African American students and students served through Special Education. African American students trail All Students by 15 points in Math, 17 points in RLA, and 20 points in Science. Students in Special Education trail by 32 points in Math and 39 points in RLA. These gaps must be the focal point of instructional improvement in 2026-2027.

Strengths

- Gifted and Talented students perform at exceptionally high levels: 100% Approaches and 85% Meets in Mathematics; 98% Approaches and 93% Meets in RLA
- Hispanic students perform at or above the district average in both Mathematics (62% Approaches vs. 57% Approaches) and RLA (67% Approaches vs. 63% Approaches)
- IBC pathway remains the district's strongest CCMR driver, with 77.9% of graduates earning an industry certification (2024-2025)
- The 0% dropout rate ensures students remain enrolled through graduation
- The 4-year graduation rate of 97.8% (2025-2026) exceeds both Region 7 (91.6%) and state (90.3%) averages by more than 6 points

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR Mathematics Performance remains stagnant with only 12% of students at Meets Grade Level in 2025 and 17% of students at Meets Grade Level in 2026.	High-Quality Instructional Materials (HQIM) and evidence-based instructional strategies (RBIS) are inconsistently implemented to build foundational math proficiency across grade levels.
2	STAAR Reading Performance remains stagnant with only 34% of students at Meets Grade Level in 2025 and 37% of students at Meets Grade Level in 2026.	Inconsistent implementation of High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) in daily Tier 1 RLA instruction, combined with a lack of systematic, data-driven intervention protocols to address specific gaps in complex text comprehension and constructed-response writing.
3 ★	African American students trail All Students by 8 percentage points in Math and 20 percentage points in RLA at Meet Grade Level Performance, representing the district's most significant racial equity gap.	Inconsistent implementation of targeted, scaffolded Tier 1 instructional strategies and academic vocabulary instruction, combined with a lack of systematic, disaggregated PLC data tracking to identify and remediate specific skill gaps in Math and RLA for African American students.
4 ★	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.
5 ★	8th grade Social Studies STAAR performance remain stagnant with only 6% of students at Meets Grade Level in 2025 and 2026. In 2026, 0% of African American students Met Grade Level performance on 8th grade Social Studies STAAR.	Lack of alignment between daily Tier 1 Social Studies instruction and the cognitive rigor of the STAAR assessment combined with a lack of targeted, scaffolded reading interventions and data-driven instruction for underperforming student groups, including African American students.

6

The CCMR rate declined 7 points from 98% (2023-2024) to 91% (2024-2025), driven by declining Dual Credit participation (21.5% - 16.8%) and a persistently low TSI criteria rate of 21.1% for two consecutive years.

Only 21.1% of graduates met TSI criteria in both RLA and Mathematics in 2024-2025, indicating that the academic preparation pipeline from the middle grades through high school is insufficient to produce college-ready graduates at the level needed to sustain strong CCMR performance.

= Priority

District Processes & Programs

Summary

The district is organized to support student achievement through a centralized leadership structure that oversees curriculum, instruction, assessment, and student services. District departments collaborate to ensure alignment of goals, resources, and professional development across campuses. Leadership teams use data-driven decision-making to guide instructional practices, allocate funding, and implement improvement initiatives. Despite strengths in communication and shared goals, areas of need include improving cross-departmental coordination, streamlining processes for program implementation, and ongoing support for all populations.

Strengths

The district maintains established organizational structures, curriculum alignment frameworks, and leadership protocols that effectively support daily operations across campuses. With foundational programs and processes already in place, the district is positioned to focus on fine-tuning interdepartmental coordination, streamlining program implementation, and enhancing systemic support across all student populations.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is inconsistent, ongoing support and communication throughout the school year between district and campus leadership and, at times, across departments.	The district lacks clearly defined structures and protocols for interdepartmental collaboration and communication, leading to inconsistent implementation of initiatives and uneven support across campuses despite strong internal leadership development.

★ = Priority

Perceptions

Summary

At WISD, we believe parental involvement is welcome and parents are encouraged to have a voice.

The fourth annual WISD Back-to-School Bash will be held on August 6, 2026. This event has become a tradition that brings together students, families, staff, and the community as we celebrate another new school year.

Parents, family members, and staff can always be found at Westwood athletic events cheering students on. Campuses engage parents and families throughout the school year in multiple ways including evening academic events including literacy and STEM nights. Parents are encouraged and invited to eat lunch with students throughout the school year and particularly during special events such as Thanksgiving and Easter. Title I campuses schedule parent-teacher conferences with all parents during the fall semester. Parents and students receive and sign the School-Parent Compact every year during student registration. This compact serves as a written commitment that encompasses the collective responsibility of the school, the parent/guardian, and the student in facilitating a child's learning journey. A copy of this compact can be viewed on the WISD website.

Community members are invited to read with students at the Primary campus during the annual Read Across America week. The Primary campus has also established an annual parade for our youngest learners to help kick off the school year. Police officers, firemen, and several local business and organizations join this fun event.

The Director of Special Programs utilizes resources from the Title I, Part A Parent & Family Engagement Statewide Initiative to share helpful information with district stakeholders. This includes a quarterly newsletter with tips and resources that is shared on ParentSquare and posted on the district website.

The WISD CTE program partners with local organizations to support student learning and prepare students for post-secondary success. Parents are provided with information about career pathways and dual credit options for their child.

The district makes continual efforts to engage with businesses withing Westwood ISD boundaries.

Strengths

- **Tradition of Inclusive Events**
    - The annual Back-to-School Bash and campus-based academic nights (like literacy and STEM nights) highlight a consistent effort to bring families and staff together in supportive, celebratory ways.
- **Ongoing Opportunities for Involvement**
    - Parents are invited to engage year-round—from eating lunch with their children during special events to participating in parent-teacher conferences and reviewing the School-Parent Compact at registration.
- **Strong Community Partnerships**
    - Collaboration with local businesses, first responders, and organizations during events like Read Across America and the Primary parade shows a commitment to connecting students with their broader community.
- **Clear Communication & Resource Sharing**
    - Use of ParentSquare and a quarterly newsletter from the Director of Special Programs ensures parents receive timely, supportive information aligned with Title I goals.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While Westwood ISD offers a variety of events and opportunities for families to participate in school life, many of these are centered around celebrations or social activities. As a result, consistent, two-way communication and involvement related to student academic progress, instructional strategies, and goal-setting may be underutilized.	Academic-focused family engagement opportunities have not been systematically designed to include collaborative structures--such as workshops, data nights, or goal-setting conferences--that empower parents to actively support their child's learning journey at home and understand grade-level expectations.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	The CCMR rate declined 7 points from 98% (2023-2024) to 91% (2024-2025), driven by declining Dual Credit participation (21.5% - 16.8%) and a persistently low TSI criteria rate of 21.1% for two consecutive years.	Only 21.1% of graduates met TSI criteria in both RLA and Mathematics in 2024-2025, indicating that the academic preparation pipeline from the middle grades through high school is insufficient to produce college-ready graduates at the level needed to sustain strong CCMR performance.
2	8th grade Social Studies STAAR performance remain stagnant with only 6% of students at Meets Grade Level in 2025 and 2026. In 2026, 0% of African American students Met Grade Level performance on 8th grade Social Studies STAAR.	Lack of alignment between daily Tier 1 Social Studies instruction and the cognitive rigor of the STAAR assessment combined with a lack of targeted, scaffolded reading interventions and data-driven instruction for underperforming student groups, including African American students.
3	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.
4	African American students trail All Students by 8 percentage points in Math and 20 percentage points in RLA at Meet Grade Level Performance, representing the district's most significant racial equity gap.	Inconsistent implementation of targeted, scaffolded Tier 1 instructional strategies and academic vocabulary instruction, combined with a lack of systematic, disaggregated PLC data tracking to identify and remediate specific skill gaps in Math and RLA for African American students.
5	STAAR Mathematics Performance remains stagnant with only 12% of students at Meets Grade Level in 2025 and 17% of students at Meets Grade Level in 2026.	High-Quality Instructional Materials (HQIM) and evidence-based instructional strategies (RBIS) are inconsistently implemented to build foundational math proficiency across grade levels.

6 ★	Westwood's teacher turnover rate of 30% is 10.9 points above the state average of 19.1%, creating instructional instability. With 43% of teachers having five or fewer years of experience, including 14% who are in their first year, the district must invest in structured induction, mentoring, and retention strategies.	Westwood ISD lacks a formalized, sustained induction and mentoring system that provides structured support, instructional coaching, and professional development specific to the needs of early-career teachers in a high-poverty rural context.
7 ★	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.
8 ★	There is inconsistent, ongoing support and communication throughout the school year between district and campus leadership and, at times, across departments.	The district lacks clearly defined structures and protocols for interdepartmental collaboration and communication, leading to inconsistent implementation of initiatives and uneven support across campuses despite strong internal leadership development.
9 ★	While Westwood ISD offers a variety of events and opportunities for families to participate in school life, many of these are centered around celebrations or social activities. As a result, consistent, two-way communication and involvement related to student academic progress, instructional strategies, and goal-setting may be underutilized.	Academic-focused family engagement opportunities have not been systematically designed to include collaborative structures--such as workshops, data nights, or goal-setting conferences--that empower parents to actively support their child's learning journey at home and understand grade-level expectations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Goals

Goal 1

School Culture and Climate (Safe and Secure Schools): Westwood ISD will provide a positive, safe, secure, and healthy learning environment for all district stakeholders with a culture and climate that values respect, care, and high expectations.

Performance Objective 1

Ongoing implementation of the district's comprehensive school counseling program (TEC SS33.005).

Evaluation Data Source: Discipline reports, character program implementation usage reports

Strategy 1

District personnel will support improved student performance by implementing positive behavior interventions and support including the integration of best practices on grief-informed and trauma-informed care.

Staff Responsible for Monitoring: MTSS Specialist, Principals, Assistant Principals, Campus Counselors

Formative Reviews

November	February	May

Strategy 2

Ongoing implementation of strategies and supports to maintain and continue to reduce the district's current dropout rate.

Strategy's Expected Result/Impact: Increase in graduates.

Staff Responsible for Monitoring: Principals, PEIMS Director, Campus Counselors

Formative Reviews

November	February	May

Strategy 3

All staff will receive training that address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum/Instruction/Leadership, Principals

Formative Reviews

November	February	May

Performance Objective 2

Provide professional learning to all staff to maintain a safe and healthy learning environment.

Evaluation Data Source: Professional Learning logs, PD surveys, student discipline reports

Strategy 1

Provide annual training and support for all staff in the following areas - Bloodborne Pathogens, Bullying Prevention and Intervention, Digital Citizenship, Cybersecurity, Suicide Awareness & Prevention, and Human Trafficking.

Strategy's Expected Result/Impact: Create a safe and healthy environment for all.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum/Instruction/Leadership, Principals

Funding Sources: Eduhero 199 General Fund, $3,688

Formative Reviews

November	February	May

Strategy 2

All staff will receive training that address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities and their legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority. Local Policy FFG

Strategy's Expected Result/Impact: Student and staff safety and well-being.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum/Instruction/Leadership, WISD Police Chief, Principals, Counselors

Formative Reviews

November **February** **May**

Strategy 3

Train all new staff on Stop-the-Bleed and CPR.

Staff Responsible for Monitoring: WISD Police Department, District Nurse

Formative Reviews

November **February** **May**

Strategy 4

Campus counselors will continue to receive and provide ongoing training and support to school staff concerning trauma-informed practices and care. (Local Policy FFBA)

Strategy's Expected Result/Impact: The district will be prepared to provide information about available counseling options for students affected by trauma or grief.

Staff Responsible for Monitoring: PEIMS Director, Director of Special Programs, Principals, School Counselors

Formative Reviews

November **February** **May**

Strategy 5

WISD will continue the implementation of a curriculum that supports 5th-9th grade students in healthy decision-making and reducing risky behaviors.

Strategy's Expected Result/Impact: Increase in healthy decision-makers.

Staff Responsible for Monitoring: Assistant Superintendents, Director of Special Programs, Principals, Counselors

Funding Sources: Curriculum Materials and Resources 199 General Fund, $4,000

Formative Reviews

November **February** **May**

Performance Objective 3

The WISD Police Department will be utilized to maintain a safe and secure school community.

Strategy 1

Westwood ISD Police Department will follow the guidelines as set forth by school board policy. (Local Policy CKE) (TEC SS37.081(d)(1)].

Staff Responsible for Monitoring: Superintendent, District Police Chief

Formative Reviews

November	February	May

Performance Objective 4

Implement Schoolwide Culture Routines and Instructional Leadership practices to ensure a consistent structure and safety across campuses.

Evaluation Data Source: LIFT walkthrough rubrics, campus culture audits, discipline data, attendance data

Performance Objective 5

Reduce chronic absenteeism from 14.5% to less than 10% district-wide.

Evaluation Data Source: Coaching logs, walkthrough data, staff surveys, T-TESS evaluations.

Strategy 1

Trigger attendance protocols: parent contact (3 absences), intervention plan (5 absences), truancy review (10 absences).

Strategy's Expected Result/Impact: Tiered Attendance Interventions

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

	November	February	May
No Progress			

Strategy 2

Provide campus positive attendance incentives.

Strategy's Expected Result/Impact: Decrease Truancy

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Performance Objective 6

100% of Title I campuses will execute compliant PFE Compacts/Policies, achieving a 20% increase in family event attendance.

Evaluation Data Source: School Compacts, PFE Policies, Sign-in sheets

Strategy 1

Distribute bilingual Parent-School Compacts and PFE Policies by Oct 1.

Strategy's Expected Result/Impact: Title I Parent and Family Engagement

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Strategy 2

Host 2 academic-focused Family Nights per semester (focusing on student achievement data).

Strategy's Expected Result/Impact: Parent and Family Engagement, Student Achievement and Growth

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Performance Objective 7

Maintain 100% compliance with district anti-bullying reporting and complete counselor contact within 2 business days for all mental health referrals.

Evaluation Data Source: Campus documentation

Goal 2

Student Achievement: Westwood ISD will accelerate academic achievement for all students in Reading/Language Arts (RLA) and Mathematics by implementing High-Quality Instructional Materials (HQIM) with fidelity, executing Research-Based Instructional Strategies (RBIS), and operationalizing a district-wide Multi-Tiered System of Supports (MTSS) framework across all four campuses to significantly increase the percentage of students achieving Meets Grade Level standard or above on STAAR assessments.

Performance Objective 1

By the end of the 2026-2027 school year, the percentage of all students achieving Meets Grade Level standard or above in RLA on STAAR will increase from 34% (2024-2025) to 39% or above, District RLA Growth will increase from 63 to 67+, and NWEA MAP RLA grade-level proficiency/growth metrics across all campuses will increase to 50%+.

Evaluation Data Source: Local Assessments, Unit Assessments, MAP, STAAR

Strategy 1 ☑ Results Driven Accountability

Implement Bluebonnet Learning RLA (K-5) focused on Tier 1 rigor that drives students toward Meets Grade Level.

Strategy's Expected Result/Impact: HQIM & Rigorous Tier 1 Instruction (LIFT)

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Formative Reviews

November	February	May

Strategy 2

Conduct instructional walk-throughs at each campus a minimum of two times per six-week period using the district's observation and feedback tool to monitor HQIM fidelity

Formative Reviews

November **February** **May**

Strategy 3 ☑ Results Driven Accountability

Disaggregate STAAR, NWEA MAP, unit assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction

Strategy's Expected Result/Impact: Early intervention and increase academic perfomance

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Problem Statements: Demographics 2 - Student Learning 4

Formative Reviews

November **February** **May**

Strategy 4

Provide targeted professional development on HQIM lesson structure, RBIS strategies, and academic vocabulary instruction.

Strategy's Expected Result/Impact: Teacher support and professional growth, fidelity of implementation of curriculum

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Formative Reviews

November **February** **May**

Strategy 5

Provide bi-weekly after-school tutorials funded through State Compensatory Education (SCE).

Strategy's Expected Result/Impact: MTSS Operationalization & Acceleration to Meets

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.

Performance Objective 2

By the end of the 2026-2027 school year, the percentage of all students achieving Meets Grade Level standard or above in Mathematics on STAAR will increase from 22% (2024-2025) to 28% or above, District Math Growth will increase from 45 to 50+, and NWEA MAP Math grade-level proficiency/growth metrics will increase to 38%+.

Evaluation Data Source: Local Assessments, Unit Assessments, MAP, STAAR

Strategy 1 ☑ Results Driven Accountability

Implement TEKS-aligned Math HQIM in grades K-12 with unit-by-unit pacing monitored through six-week data reviews

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Funding Sources: Region 7 Academic Content Co-op 255 Title II, Part A, TPTR, $16,200

Formative Reviews

November	February	May

Strategy 2 ☑ Results Driven Accountability

Conduct instructional walk-throughs at each campus a minimum of two times per six-week period using the district's observation and feedback tool to monitor HQIM fidelity

Strategy's Expected Result/Impact: Improved instruction and support with consistency across the district.

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Problem Statements: Demographics 2 - Student Learning 4

Formative Reviews

November	February	May

Strategy 3 ☑ Results Driven Accountability

Disaggregate STAAR, NWEA MAP, Unit Assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction.

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: TEKS Resources System Professional Learning 255 Title II, Part A, TPTR, $5,000

Formative Reviews

November	February	May

Strategy 4

Provide targeted professional development on HQIM lesson structure, RBIS strategies, and academic vocabulary instruction.

Strategy's Expected Result/Impact: Teacher support and professional growth, fidelity of implementation of curriculum

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Formative Reviews

November	February	May

Strategy 5

Provide bi-weekly after-school tutorials funded through State Compensatory Education (SCE).

Strategy's Expected Result/Impact: MTSS Operationalization & Acceleration to Meets

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November	February	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.

Goal 3

Staff Quality, Recruitment, and Retention: Westwood ISD will design and coordinate systems to recruit, develop, and retain highly qualified staff.

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, the teacher turnover rate will decrease from 27.6% to 23% or below, and 100% of first- and second-year teachers will be enrolled in a structured induction and mentoring program with documented coaching cycles at every six-week interval.

Evaluation Data Source: Culture and climate surveys and feedback

Strategy 1

Exit interview data will be collected from 100% of voluntarily departing staff; a staff culture and retention survey will be administered district-wide each spring with a target response rate of 80% or higher.

Strategy's Expected Result/Impact: Decreased turnover rate.

Staff Responsible for Monitoring: Superintendent, Public Relations Coordinator, Human Resources Coordinator

Formative Reviews

November	February	May

Strategy 2

Assign a trained mentor teacher to every first- and second-year teacher by the first week of school, with a minimum of one 45-minute collaborative planning session per week

Strategy's Expected Result/Impact: Teacher support and retention

Staff Responsible for Monitoring: District and Campus Leaders, PREP Program Coordinator

Formative Reviews

November	February	May

Strategy 3

Enroll all selected mentor teachers in Region 7 ESC PREP Mentor Training and Certification

program.

Strategy's Expected Result/Impact: Teacher support and teacher growth.

Staff Responsible for Monitoring: District and Campus Leaders, PREP Program Coordinator

Formative Reviews

November	February	May

Strategy 4

Provide mentor stipends as recognition of expanded professional responsibilities.

Strategy's Expected Result/Impact: Teacher growth and retention

Staff Responsible for Monitoring: Superintendent, Payroll, Federal Programs Director

Funding Sources: 255 Title II, Part A, TPTR, $27,000

Formative Reviews

November	February	May

Performance Objective 2

Conduct exit interviews with 100% of voluntarily departing staff; administer annual staff culture and retention survey each spring with an 80% target response rate.

Strategy 1

By the end of the 2026-2027 school year, utilizing the Mentoring PREP Allotment and Title II, Part A program funds for mentor stipends, Westwood ISD will implement a formalized, multi-year induction program for all first- and second-year teachers that includes structured mentoring, scheduled instructional coaching cycles, and differentiated professional development aligned to the needs of early-career teachers in a high-poverty rural context.

Strategy's Expected Result/Impact: Westwood ISD will develop and implement a New Teacher Induction Program (NTIP) that provides systematic, sustained support for all first- and second-year teachers across all four campuses. The program will be designed in collaboration with instructional coaches, campus principals, and Region 7 ESC and will be anchored in the district's Westwood University professional development framework.

Staff Responsible for Monitoring: Curriculum and Instruction Department

Formative Reviews

November	February	May

Performance Objective 3

By the end of the 2026-2027 school year, 100% of assistant principals will participate in a structured leadership development program through Region 7 ESC or a TEA-approved pathway,

Strategy 1

Enroll Assistant Principals in Region 7 leadership academies when available.

Strategy's Expected Result/Impact: Increased leadership capacity, improved consistency in instructional feedback and evaluation across campuses, and aligned leadership practices to support teacher growth and retention.

Staff Responsible for Monitoring: District Leadership Team

Formative Reviews

November	February	May

Goal 4

Demographics: Westwood ISD will continue to identify the educational needs of all students in order to close achievement gaps across all demographic groups.

Performance Objective 1 ☑ High Priority

Increase the percentage of African American students achieving Meets Grade Level standard or above in STAAR Mathematics from 10% to 17% or above, and in STAAR RLA from 23% to 30% or above, while increasing Math Growth from 42 to 46+.

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1

Disaggregate 6-week DMAC unit assessments and NWEA MAP diagnostic data specifically by race/ethnicity, EB status, and socio-economic status to track Meets growth.

Strategy's Expected Result/Impact: Targeted Subgroup Acceleration

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November	February	May

Performance Objective 2 ☑ High Priority

Increase the percentage of Special Education students achieving Meets Grade Level standard or above in STAAR Mathematics from 7% to 13% or above, and in STAAR RLA from 8% to 14% or above; elevate Academic Growth to 44 in Math and 38 in RLA.

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1 ☑ Results Driven Accountability

Audit 100% of IEP goals for TEKS alignment and rigor to support grade-level Meets expectations by December.

Strategy's Expected Result/Impact: Specially Designed Instruction (SDI) for Rigor

Staff Responsible for Monitoring: SpEd Director, ARD Facilitators, Coaches

Formative Reviews

No Progress

November **February** **May**

Strategy 2 ☑ Results Driven Accountability

Deliver ESC Region 7 SDI training for special education and general education teachers.

Strategy's Expected Result/Impact: Specially Designed Instruction (SDI) for Rigor

Staff Responsible for Monitoring: SpEd Director, ARD Facilitators, Coaches

Formative Reviews

No Progress

November **February** **May**

Strategy 3 ☑ Results Driven Accountability

Conduct monthly campus SpEd data progress reviews using DMAC.

Strategy's Expected Result/Impact: Specially Designed Instruction (SDI) for Rigor

Staff Responsible for Monitoring: SpEd Director, ARD Facilitators, Coaches

Formative Reviews

No Progress

November **February** **May**

Performance Objective 3 ☑ High Priority

Increase the percentage of Emergent Bilingual students achieving Meets Grade Level standard or above in STAAR Mathematics from 7% to 13% or above, and in STAAR RLA from 15% to 22% or above.

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1 ☑ Results Driven Accountability

Disaggregate 6-week DMAC unit assessments and NWEA MAP diagnostic data specifically by race/ethnicity, EB status, and socio-economic status to track Meets growth.

Strategy's Expected Result/Impact: Targeted Subgroup Acceleration

Staff Responsible for Monitoring: Campus Leaders, EB Coordinator

Formative Reviews

No Progress

November **February** **May**

Strategy 2

Utilize SummitK12 and ELPS-aligned instructional strategies to accelerate English language proficiency and academic performance to Meets level.

Strategy's Expected Result/Impact: Targeted Subgroup Acceleration

Staff Responsible for Monitoring: Campus Leaders, EB Coordinator

Formative Reviews

No Progress

November **February** **May**

Performance Objective 4 ☑ High Priority

Increase the overall Closing the Gaps domain score from 67 (D) to 72+ (C).

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1

Track academic and attendance progress for all At-Risk students using DMAC data management systems funded by SCE to ensure academic progress toward Meets Grade Level.

Strategy's Expected Result/Impact: Accelerated Instruction

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Strategy 2

Target High Focus Groups academic performance for specialized Tier 2 acceleration.

Strategy's Expected Result/Impact: Accelerated Instruction

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November	February	May

Goal 5

Westwood ISD will ensure all high school graduates demonstrate college, career, or military readiness by increasing overall CCMR performance, expanding Dual Credit and Industry-Based Certifications through Perkins V alignment, maintaining robust dropout prevention strategies, and building early TSIA preparation into 8th-11th grade pathways.

Performance Objective 1

Elevate overall CCMR to 95%+, increase Dual Credit participation to 21%+, and increase TSI Math + RLA readiness from 21.1% to 26%+.

Evaluation Data Source: CCMR reports, data reviews

Strategy 1

Identify 8th-grade students needing academic support based on NWEA MAP and DMAC data, building 4-year college readiness plans targeting TSI/Meets standards.

Strategy's Expected Result/Impact: TSIA Pipeline

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Strategy 2

Embed TSIA preparation for all 11th-grade students who have not met criteria.

Strategy's Expected Result/Impact: TSIA Pipeline

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Strategy 3

Audit semi-annual Industry-Based Certifications progress across all CTE concentrators in compliance with Perkins V.

Strategy's Expected Result/Impact: Increased IBCs

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Strategy 4

Align CTE programs of study with Anderson County high-demand regional workforce needs and work-based learning opportunities.

Strategy's Expected Result/Impact: Workforce Certification Pathway

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Performance Objective 2 ☑ High Priority

Maintain a 97%+ 4-year graduation rate for All Students, maintain a 0% annual dropout rate, and enforce DAEP academic continuity protocols.

Evaluation Data Source: TAPR, Accountability Reports

Strategy 1

Conduct 6-week credit recovery audits for 9th-12th graders failing courses.

Strategy's Expected Result/Impact: Maintain graduation rate

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November	February	May

Strategy 2

Ensure students placed in DAEP receive uninterrupted TEKS/HQIM coursework and counseling progress checks to prevent dropouts.

Strategy's Expected Result/Impact: Continuity of services

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November	February	May

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Implement Bluebonnet Learning RLA (K-5) focused on Tier 1 rigor that drives students toward Meets Grade Level.
2	1	3	Disaggregate STAAR, NWEA MAP, unit assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction
2	2	1	Implement TEKS-aligned Math HQIM in grades K-12 with unit-by-unit pacing monitored through six-week data reviews
2	2	2	Conduct instructional walk-throughs at each campus a minimum of two times per six-week period using the district's observation and feedback tool to monitor HQIM fidelity
2	2	3	Disaggregate STAAR, NWEA MAP, Unit Assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction.
4	2	1	Audit 100% of IEP goals for TEKS alignment and rigor to support grade-level Meets expectations by December.
4	2	2	Deliver ESC Region 7 SDI training for special education and general education teachers.
4	2	3	Conduct monthly campus SpEd data progress reviews using DMAC.
4	3	1	Disaggregate 6-week DMAC unit assessments and NWEA MAP diagnostic data specifically by race/ethnicity, EB status, and socio-economic status to track Meets growth.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $901,017.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

SCE funds will be used to implement the Texas Prekindergarten program to support early education. These funds will also be used to continue the implementation of the Disciplinary Alternative Education Program to meet the needs of students who have a change in placement due to behavior. Other SCE services include academic and behavioral intervention supports through programs and staff, and supplemental reading programs implemented to meet the specific needs of students at risk of dropping out of school.

Personnel for District Improvement Plan

Name	Position	FTE
Beth Boger	PK Teacher	0.5
Harlee Paul	PK Paraprofessional	0.5
Isaiah Hollins	DAEP Teacher	1
Kelli Gunnels	PK Teacher	0.5
Nikki Richburg	PK Teacher	0.5
Nina Reese	PK Paraprofessional	0.5
Rebekah Stevens	Instructional Coach	1
Shelby Leisure	PK Paraprofessional	0.5

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Westwood ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.
The district sets performance targets for all students, and those targets are disaggregated by student groups to ensure all students are supported.
The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.
Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

1.2 Identifying students who may be at risk for academic failure;

Westwood ISD campuses have committees that meet a minimum of each six weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to

prepare them for the upcoming school year.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

Descriptor 2: Teacher Quality

Annually, during the spring and summer of each year, Westwood ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made as needed.

Descriptor 3: School Improvement and Support Activities

School Improvement Campuses in Years 3 and 4:
Westwood Elementary and Westwood Junior High receive assistance in:

- Professional development to assist in implementing research-based strategies which address the needs of the student groups who are struggling to meet standards
- Assistance in developing, revising and implementing the school plan.
- Assistance in designing a plan for the best use of funds to meet the school's program improvement needs.

School Improvement Campuses in years 3 and 4 receive assistance in

- Response to Intervention personnel at each site for instruction, data analysis, and coaching.
- Personnel assignments at school sites are adjusted to meet the needs of the students.
- Summer school programs
- Restructured schedules and extended learning periods.
- Assistance in implementing the curriculum.
- Restructured school schedules to include extended learning periods and block scheduling.

Descriptor 4: Measure of Poverty

Westwood ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains

documentation locally for students coded 01, 02, and 99.

Descriptor 5: Nature of Programs

All of Westwood ISD's Title I campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year.

Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.

Descriptor 6: Services to Homeless Children and Youth

Our school system ensures access for homeless children and youth by removing barriers to enrollment and attendance, and by providing support services to assist students with their academics.

1. **Enrollment:** The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside their attendance boundaries, eliminating barriers such as interdistrict transfer paperwork.
2. **Attendance:** The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for the necessities and transportation of homeless children and youth.
3. **Success:** The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based organizations, including local shelters, food banks, and other agencies, to provide resources and information to families in need.

Descriptor 7: Parent and Family Engagement Strategy

Our strategy for engaging parents, families, and community members is built on accessibility, collaboration, and shared responsibility. We ensure families are informed, supported, and actively involved in their child's success.

We host quarterly family engagement events, including literacy nights, math and reading strategy nights, FAFSA workshops, and curriculum resource nights. These trainings are based on parent input via surveys and parent meetings.

We also prioritize communication and parent capacity-building. We use ParentSquare to communicate regularly with families.

Westwood ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please click HERE to view our District Written PFE Policy for the 2026-2027 school year. It outlines our PFE program and the specific strategies employed to engage parents.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Westwood ISD Pre-Kindergarten classes are located on our Primary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The Primary campus also hosts a parent meeting focusing on Kindergarten Transition.The Pre-K classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The Pre-K program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.

Pre-K students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Westwood ISD does not operate targeted assistance programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Our school system's college, career, and military readiness (CCMR) strategy builds directly on our vertically aligned assessment system and TEKS-focused curriculum to ensure pathway preparation.

Westwood ISD implements strategies to facilitate effective transitions for students. The middle school provides an orientation for incoming 5th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students engage in career exploration through our state-approved Naviance platform, which connects their academic performance data to potential career clusters. Middle school students also attend a career pathway day to explore available options in high school. Eighth graders also tour the high school and meet with core teachers to ease the transition.
All high school students complete personalized graduation plans that incorporate:

- Endorsement pathways aligned to regional workforce needs
- Dual-credit courses through our local community college partnership

- Industry-based certifications in high-demand fields
- Military readiness preparation through ASVAB testing

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Westwood ISD works hard to coordinate with its higher education partner, TVCC, and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses and technical schools. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.

Descriptor 11: Discipline Disproportionality

Westwood ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. When patterns emerge, we respond with targeted, evidence-based interventions such as restorative circles, behavior intervention plans, check-in/check-out systems, and classroom management coaching.

District-wide, Westwood ISD is implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Westwood ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through the state-approved Naviance platform, which connects academic performance data to potential career clusters.
High School students prepare for and participate in the workforce through job shadowing with business partners and Industry mentors, as well as internships.
The district also collaborates with institutions of higher education and regional employers to ensure that CTE offerings remain responsive to local labor market demands.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, industry mentors, and internship opportunities. A large percent of high school students graduate with four or more classes in a specific pathway as well as an industry-based certification that can help them gain a competitive edge when applying for jobs out of high school. We currently offer seven pathways, each ending in a TEA industry-based certification.
The district evaluates local labor market data annually to ensure the programs of study offered are aligned with high-demand, high-wage jobs in the area.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Not Applicable

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Not Applicable

Title I Personnel

Name	Position	Program	FTE
Alana Spurlock	Title I Paraprofessional	Instruction	1
Brooke Barnett	Instructional Coach	Curriculum and Instruction	1
Cassidee Mercer	Instructional Coach	Curriculum and Instruction	1
Darrian Caldwell	Title I Paraprofessional	Instruction	1
Dorothy Martin	Title I Paraprofessional	Instruction	1
Jeanette Gatica	Instructional Coach	Curriculum and Instruction	1
Jessica Morman	Instructional Coach	Curriculum and Instruction	1
Kedranea Addison	Title I Paraprofessional	Instruction	1
Nelda Barrett	Title I Paraprofessional	Instruction	1
Shelby Burks	Title I Paraprofessional	Instruction	1
Talia Hodge	Interventionist	Intervention	1
Tina Arnold	Title I Paraprofessional	Instruction	1

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2027 @ 4:15 PM	Westwood Administration Building	--	--
April 21, 2027 @ 4:15 PM	Westwood Administration Building	--	--
March 10, 2027 @ 4:15 PM	Westwood Administration Building	--	--
February 10, 2027 @ 4:15 PM	Westwood Administration Building	--	--
December 9, 2026 @ 4:15 PM	Westwood Administration Building	--	--
November 4, 2026 @ 4:15 PM	Westwood Administration Building	--	--
October 14, 2026 @ 4:15 PM	Westwood Administration Building	--	--

Members

First Name	Last Name	Position	Committee Role
Aimee	Stringer	Parent	Parent
Amanda	Haney	English Teacher	High School Teacher
Amber	Gonzalez	Parent	Parent
Ambrea	Westmoreland	Primary Paraprofessional	Primary Paraprofessional
Angela	Johnson	High School Principal	Campus Administrator
Ashley	Hunt	Parent	Parent
Ashley	Ross	Parent	Parent
Brooke	Barnett	Instructional Coach	Instructional Coach
Bryce	Newman	Parent	Parent
Cassie	Huddleston	Junior High School Principal	Campus Administrator
Chris	Alford	Assistant Superintendent - Finance & Operations	District-level Professional
Cody	Young	Parent	Parent
Crystal	Feagins	Library Support	Junior High Paraprofessional

First Name	Last Name	Position	Committee Role
Dana	Douglas	Elementary Diagnostician	Special Education Diagnostician
Debbie	Jenkins	Intervention Teacher	Primary Teacher
Dennis	O'Bannon	Parent	Parent
Diane	Davis	Primary Paraprofessional	Primary Paraprofessional
Emma	Kanetzky	History Teacher	High School Teacher
Erin	Barron	Dyslexia Teacher	Elementary Teacher
Faith	Bailey Newman	Parent	Parent
Glenna	Lesh	Special Education Teacher	Elementary Teacher
Gregory	Aiello	Parent	Parent
Jeanette	Gatica	JH Instructional Coach	Instructional Coach
Katie	Robertson	4th Grade Teacher	Elementary Teacher
Kayla	Warren	Primary School Principal	Campus Administrator
Kendra	Aristide	High School Counselor	School Counselor
Kedranea	Addison	JH Instructional Paraprofessional	JH Paraprofessional
KeUndre	Clewis	Parent	Parent
Lawrence	Coleman	Interim Superintendent	District-level Professional
Lisbeth	Guity	Parent	Parent
Madison	Roberson	CTE Teacher	Classroom Teacher
Michele	Birdow	Parent	Parent
Mindy	Place	PEIMS Director	District-level Professional
Nathan	Allen	Director of Technology	District-level Professional
Nicole	Sandifer	Parent	Parent
Reagan	Swafford	CTE Director	Campus Administrator
Rebecca	Rogers	Parent	Parent
Shannon	Rodriguez	Elementary School Principal	Campus Administrator
Shinnitta	Foreman	Special Education Director	District-level Professional
Tana	Murrell	Parent	Parent
Tara	Farris	Parent	Parent
Tiffany	Carwell	Director of Special Programs	District-level Professional

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Eduhero	--	$3,688.00
1	2	5	Curriculum Materials and Resources	--	$4,000.00
				Sub-Total	$7,688.00
				Budgeted Fund Source Amount	$6,526,692.00
				+/- Difference	**$6,519,004.00**

199-PIC 21 State Gifted and Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$27,207.00
				+/- Difference	**$27,207.00**

199-PIC 22 State Career & Technical

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,730,919.00
				+/- Difference	**$1,730,919.00**

199-PIC 23 State Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$936,474.00
				+/- Difference	**$936,474.00**

199-PIC 24 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,694,033.00
				+/- Difference	**$1,694,033.00**

199-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$51,908.00
				+/- Difference	**$51,908.00**

244 Perkins Career & Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,739.00
				+/- Difference	**$19,739.00**

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$480,883.00
				+/- Difference	**$480,883.00**

255 Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Region 7 Academic Content Co-op	--	$16,200.00
2	2	3	TEKS Resources System Professional Learning	--	$5,000.00
3	1	4		--	$27,000.00
				Sub-Total	$48,200.00
				Budgeted Fund Source Amount	$66,612.00
				+/- Difference	**$18,412.00**

289 Title IV, SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

270 Title V, RLIS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$49,914.00
				+/- Difference	**$49,914.00**

IDEA-B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$330,960.00
				+/- Difference	**$330,960.00**

IDEA-B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,846.00
				+/- Difference	**$9,846.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Child Abuse and Neglect	Campus Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Coordinated Health Program	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Decision-Making and Planning Policy Evaluation	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Disciplinary Alternative Education Program (DAEP)	High School Assistant Principal	10/30/2026	Tiffany Carwell	11/3/2026
Dyslexia Treatment Program	Director of Special Education	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part C Migrant	Director of Special Programs	--	Tiffany Carwell	4/14/2025
Pregnancy Related Services	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Post-Secondary Preparedness	CTE Director & High School Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Recruiting Teachers and Paraprofessionals	District and Campus Administration	4/23/2025	Tiffany Carwell	4/14/2025
Student Welfare: Discipline/Conflict/ Violence Management	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Technology Integration	Technology Director	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Director of Special Programs	4/23/2025	Tiffany Carwell	4/14/2025

ID&R Action Plan ESC 7

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Actively and safely recruit OSYs.Complete COEs as needed. ***Currently Eligible Migratory Children*:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. • TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers TX-NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	**INDIVIDUALS RESPONSIBLE**	**TIMELINE**
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Title I, Part C – Migrant Education Program
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
7	001908		Tiffany Carwell
District Name:		School Year	Date:
Westwood Independent School District		2026-2027	August 19, 2026

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Tiffany Carwell	ESC Reviewer Signature	Tara Evers
Date	08/19/2026	Date Review Complete	5/5/2026

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	To ensure 100% of the PFS students are prepared to transition to the next grade level through support offered at the campus level.

School Year:	2026-2027	PFS Action Plan
Region:	**District Number:**	**District Name:**
7	001908	Westwood Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Before the end of each month, August 2025-July 2026	NGS Specialist	PFS Tracking Report
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP Contact	PFS Report

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	ongoing	District migrant contact, principal, teacher or district assigned personnel	PFS reports/completed student reviews
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP Staff	Calendars, meeting notes

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory who are PFS.			
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

Joint/Contracted DAEP

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

Funding

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

Location

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)

Safety

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

19 TAC 103.1201(h)

Staffing

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

19 TAC 103.1201(i)

Entrance Procedures

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

Academics

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focuses on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

Education Code 37.008(l); 19 TAC 103.1201(f)

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

School Day

The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

Accountability

The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

Academic Assessments

A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
    a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
    b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

Education Code 37.0082

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

19 TAC 103.1203

Special Populations

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

Transition to Regular Classroom

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023.*19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

Education Code 37.023(a)

After Determination of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
    a. The student's parent or a person standing in parental relation to the student; and
    b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
    a. An assessment of the student's academic growth while attending the alternative education program; and
    b. The results of any assessment instruments administered to the student.

Education Code 37.023(b)

Coordination After Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

Education Code 37.023(c)

Personalized Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
    a. Recommendations for the best educational placement of the student; and

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

Education Code 37.023(e)-(f)

Threat Assessment

Definitions

"Harmful, threatening, or violent behavior" includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student's expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

"Team" means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment and Safe and Supportive Schools Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs;
3. Require each team established under this section to report the required information regarding the team's activities to TEA [see Reporting to TEA, below];
4. Require each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee;

5. Provide for:

   a. A district employee who reports a potential threat to a team to elect for the employee's identity to be confidential and not subject to disclosure Government Code Chapter 552 (Public Information Act), except as necessary for the team, the district, or law enforcement to investigate the potential threat; and

   b. The district to maintain a record of the identity of a district employee who elects for the employee's identity to be confidential; and

6. Require that, as soon as safe and practicable after an administrator or team for a district campus receives information regarding a threat made against that campus, including threats made through social media, the administrator or team shall immediately provide notice to each member of the teaching staff, including teacher's aides, who may be directly affected by the threat that must include a statement of the existence of the threat, the nature of the threat, and any other pertinent details to ensure student and staff safety.

Membership

General Team Composition

The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team, and in serving a particular campus, the team includes the person designated to serve as the campus behavior coordinator for that campus.

Assessment of Student in Special Education Program

If a student in a special education program under Education Code Chapter 29, Subchapter A, is the subject of a threat assessment, the team conducting the assessment must include at least one person who has specific knowledge of the student's disability and the disability's manifestations and who is:

1. A special education teacher who provides instruction to the student;

2. A behavior analyst licensed under Occupations Code Chapter 506;

3. A clinical or master social worker licensed under Occupations Code Chapter 505; or

4. A specialist in school psychology licensed under Occupations Code Chapter 501.

If a student in a special education program under Education Code Chapter 29, Subchapter A, is the subject of a threat assessment, the team conducting the assessment must include a person who has knowledge of student disabilities and how student disabilities manifest and may include:

1. An educational diagnostician;
2. A behavior specialist;
3. A special education teacher assigned to the student;
4. A licensed behavior analyst;
5. A licensed clinical or licensed master social worker; or
6. A licensed specialist in school psychology.

Oversight Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
    a. Referring a student for mental health assessment; and
    b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Use of Sentinel Assessment Instrument, Manual, and Field Guide

Effective August 1, 2025, when conducting a threat assessment, members of a threat assessment team shall utilize the threat assessment instrument, manual, and field guide in Sentinel [see CKA], which are consistent with the model policies published by the TxSSC. *19 TAC 103.1213(e)(1)(A)*

Parental Participation

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student regarding the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to participate in the assessment, either in person or remotely, and to submit to the team information regarding the student.

After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

Consent for Mental Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

Education Code 37.115(c)-(g)

Determination of Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent, and if the individual is a student, immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)-(j)

Recordkeeping

Materials and information provided to or produced by a team during a threat assessment of a student under this provision must be maintained in the student's school record until the student's 24th birthday. *Education Code 37.115(j-1)*

[For information regarding the transfer of threat assessment records between school districts, see FD and FDA.]

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
    a. Any disciplinary action taken, including a change in school placement;
    b. Any action taken by law enforcement; or
    c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
    a. Citations issued for Class C misdemeanor offenses;
    b. Arrests;
    c. Incidents of uses of restraint;
    d. Changes in school placement, including placement in a JJAEP or DAEP;
    e. Referrals to or changes in counseling, mental health, special education, or other services;
    f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
    g. Unexcused absences of 15 or more days during the school year; and

h. Referrals to juvenile court for truancy; and

5. The number and percentage of school personnel trained in:

   a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;

   b. Mental health or psychological first aid for schools;

   c. Training relating to the safe and supportive school program; or

   d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to Teaching Staff of Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

   For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

   For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community	The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.
Reports	The team shall provide reports to the Texas Education Agency as required by law.