

Agenda of Regular Board Meeting

The Board of Trustees Westwood Independent School District

A Regular Board Meeting of the Board of Trustees of Westwood Independent School District will be held November 16, 2020, beginning at 6:30 PM Westwood Administration Office.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

Due to health and safety concerns related to COVID-19 coronavirus, the meeting will be conducted by video-conference. At least a quorum of the Board will be participating by videoconference or telephone call in accordance with the provisions of Sections 551.123 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

An electronic copy of the agenda packet is attached to the online notice www.westwoodisd.net. Members of the public who desire to address the Board regarding an item on this agenda must comply with the following registration procedures: send a request through Zoom Chat from 6:15 pm – 6:30 pm the day of the meeting. Including name and topic.

1. **CALL TO ORDER AND ESTABLISH QUORUM**
2. **ROLL CALL**
Presenter: Dr. Carolyn Booker
3. **ACTION ITEM**
 - A. Board to consider approval of the agenda as presented
Presenter: Dr. Carolyn Booker
4. Plaque presentation honoring retiring board members Dr. Don Rice and Craig Nivens
Presenter: Wade Stanford
5. Recognition of Students and Faculty

Westwood ISD
Teacher of the Month
November 2020
Board Meeting – November 16, 2020

Primary - Crystal Sanders

Elementary- Jannifer Hatton

Junior High- Tyler Vintila

High School- Debora Work

6. **Public Comments**

7. **INFORMATION**

A. Curriculum Moment

Presenter: Christine Bedre

Westwood ISD Agenda Item Information

Meeting Date: November 16, 2020

Subject: Curriculum Moment

Administrator Responsible: Christine Bedre, M.Ed

Summary:

House Bill 3 (HB 3) amended the Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR). WISD HB3 early childhood (reading and mathematics) and college, career, and military readiness goals will be presented as an information item.

Administration's Recommendation:

No action.

Board Approval Required YES NO

B. Elementary TIP

Presenter: Christine Bedre

Westwood ISD Agenda Item Information

Meeting Date: November 16, 2020

Subject: WES: Targeted Improvement Plan (TIP)

Administrator Responsible: Christine Bedre, M.Ed

Summary:

The Reflective Prioritization Activity (RPA) is a process to support campuses in planning for implementing their 2020-2021 Targeted Improvement Plan (TIP), given the disruption of COVID-19 on their school improvement efforts SY 2019-2020. The RPA provides a structured reflection for campuses to review the progress made this year in implementing focus areas surfaced in the ESF self-assessment or ESF diagnostic process. It also helps determine how the campus can continue moving forward with their TIP to impact student outcomes positively. The RPA is designed to replace the required TIP submission for Cycles 3 and 4 and will be submitted before the required initial TIP submission early next fall (August). WES RPA was submitted to TEA in August while work began revising the Elementary TIP for an extended submission period moved to December of 2020.

Administration's Recommendation:

No Action.

Board Approval Required YES NO

C. Finance Update

Westwood ISD Agenda Item Information

Meeting Date: November 16, 2020

Subject: Finance Update - Program Intent Codes Overview

Administrator Responsible: Mr. Johnson

Summary: The presentation will give information on Program Intent Codes (PIC's) in the 2020-2021 budget, discuss the Summary of Finance and give an update on the current PIC situation for the District.

Administration's Recommendation: This is for information purposes only.

Board Approval Required YES **X** NO

Finance Update

Program Intent Codes (PIC's)

Kyle Johnson
11/16/2020

9



Topics

- Program Intent Codes
- Summary of Finance & Special Allotments
- Where We Are

10



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Program Intent Codes Overview

- Program Intent Codes (PIC's) are used to account for the cost of instruction and other services for a specific set of students
- Numbers are set in the accounting code for tracking of these expenses (always the last 2 number group in the code)

11

199 E 11 61xx 00 002 0 **11** 000 = here the **PIC 11** stands for General Educational Services

199 E 34 62xx 00 041 0 **23** 000 = here the **PIC 23** stands for SPED Services

199 E 12 63xx 00 101 0 **24** 000 = here the **PIC 24** stands for State Comp Ed Services



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Summary of Finance and Special Allotments

- The Summary of Finance is a state aid report produced by TEA for each school district
- Describes the district's funding elements and Foundation School Program (FSP) state aid
- Report includes
 - # of students in Average Daily Attendance (ADA)
 - # of students making up Special Pops
 - Property values, tax rates, and tax collections

12



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Summary of Finance and Special Allotments (cont'd)

- Also, shows PIC Allotments and the amount to be spent

Program Intent Codes - Allotments		LPE	DPE
Tier One Subchapter B and C Allotments			
19.	11-Regular Program Allotment 48.051	\$8,035,806	\$8,035,806
20.	Small and Mid-Size Allotment 48.101	\$949,686	\$949,686
21.	23-Special Education Adjusted Allotment 48.102 (spend 55% of amount)	\$1,388,273	\$1,388,273
22.	37-Dyslexia Allotment 48.103 (spend 100% of amount)	\$30,798	\$30,798
23.	24-Compensatory Education Allotment 48.104 (spend 55% of amount)	\$1,477,519	\$1,477,519
24.	25-Bilingual Education Allotment 48.105 (spend 55% of amount)	\$49,280	\$49,280
25.	22-Career and Technology Allotment 48.106 (spend 55% of amount)	\$740,124	\$740,124
26.	11-Public Education Grant 48.107	\$0	\$0
27.	36-Early Education Allotment 48.108 (spend 100% of amount)	\$235,928	\$235,928
28.	38-CCMR Outcomes Bonus 48.110 (spend 55% of amount)	\$54,000	\$54,000

13



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Current Situation

- During the 2019-2020 budget cycle the District successfully met each expenditure requirement except for 2
 - Bilingual - PIC 25
 - College, Career, Military Readiness (CCMR) - PIC 38
- We are working closely with the Special Programs and CTE ¹⁴ Directors to raise the budget in these 2 areas for 2020-2021
- Money budgeted for PICS, where we had a spending cushion, can be moved to PIC 25 and 38 to help with this shortfall and get back on track



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Questions?



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8. **ACTION ITEMS**

A. Board to consider approval of consent agenda

Presenter: Wade Stanford

1. Minutes of Regular Board Meeting- October 19, 2020

Presenter: Wade Stanford

OFFICIAL MINUTES OF THE BOARD OF TRUSTEES OF THE WESTWOOD ISD, #908,
ANDERSON COUNTY, STATE OF TEXAS

Time & Date: 6:30 pm., October 19, 2020

Place: Westwood High School Cafeteria

Purpose: Regular Board Meeting

Members Present: President Dr. Don Rice, Dr. Carolyn Booker, Craig Nivens, Mike Kelly (Zoom)

Members Absent: Mike Bentley, Leonard Armstrong, and Ronnie Stanhope

Others Present: Wade Stanford, Kyle Johnson, Brenda Bing, Christine Bedre, Edwin Schuesler and Tiffany Carwell; (see attached list for others)

President Dr. Don Rice called the meeting to order at 6:30 pm.

The invocation was given by Kyle Johnson

Pledge of Allegiance/Texas Pledge

- A. On a motion by Carolyn Booker and a second by Craig Nivens the board voted unanimously to approve the agenda as presented.

6. Recognition of Students and Faculty

Primary – Chelsie Meyer, Rocket Cole and Jackson Cumston
Elementary- Braylon Rodger, Joanna Warren, Knowledge Boadu and Madison Slate
Junior High- Addison Calzada and Hugh Adams
High School – Shannon Jackson, Landon Ham, Kaitlyn Starr and Alejandra Zamarripa
Teachers – Ginny Gayson, Shasta Carwell, Anna Ramirez and Amanda Haney

7. Recognition of 2020 Proud Panther – Pat Jolly - Mr. Stanford presented Pat Jolly with the Proud Panther award. She had 34 years of service at Westwood ISD as a Kindergarten teacher.

8. Public Comments - none

9. Information Items

- A. Finance update presented by Kyle Johnson
a. Gave update on YTD budget after September compared to the last 2 years. Discussed the early budget preparation with all the financial changes and hardships coming due to COVID. Gave an update on the COVID expense reimbursements from the state, city of Palestine, and Anderson County.
- B. English as a Second Language Program update by Tiffany Carwell
a. Update on the ESL program including: Academic Progress of our ESL students, Learner proficiency of our students (TELPAS for PK -2nd grade) and how COVID skewed results for 3rd -12th graders. Zero students will be exited from the program this year and we will file a waiver for this. Teachers will continue to get certificates to teach ESL and will continue to do PD.
- C. Curriculum Moment by Christine Bedre
a. Showed a video of what synchronous learning looks like for teacher and home based student.
11. On a motion by Carolyn Booker and a second by Craig Nivens the board voted f/a unanimously to approve the consent agenda.

A Minutes of Regular Board Meeting September 14, 2020

D. Fundraisers - none

12. **ACTION ITEMS**

- A. On a motion by Don Rice and a second by Carolyn Booker the board voted f/a unanimously to approve TEA Homebound Instruction Waiver
- B. On a motion by Don Rice and second by Craig Nivens the board voted f/a unanimously to approve the purchase of two school buses for the 2020-2021 school year
- C. On a motion by Don rice and a second by Carolyn Booker the board voted f/a unanimously to approve budget amendment of -\$188,550 for Regular Education Bus, Special Education Bus and Architectural Services.

13. Future agenda items request and special events

14. **Adjournment:** There being no further business, President Dr. Don Rice adjourned the meeting at 8:25 pm.

- 2. Campus Fundraisers
- 9. **ACTION ITEMS**
 - A. Board to consider Targeted Improvement Plan for the Elementary - 2020-2021 school year
 - Presenter:** Christine Bedre

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Christine Bedre	Assistant Superintendent of Curriculum/Instruction & Leadership
Campus Number:	
001-908-101	Superintendent Name: Wade Stanford
Date:	
Thursday, October 15, 2020	
	

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Westwood ISD	Campus Name	Westwood Elementary	Superintendent	Wade Stanford	Principal	Shinnitta Foreman
District Number	001-908	Campus Number	000000101	District Coordinator of School Improvement (DCSI)	Christine Bedre	ESC Number	7
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Leesa Green

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Christine Bedre
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Wade Stanford
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Shinnitta Foreman

Board Approval Date 11-9-2020

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rpsvcl.tea.texas.gov/perfreport/tapir/2019/index.html>

<p>Domain 1: We will increase our numbers of Approaches, Meets, and Masters by increasing the value of Domain 1 to 75%. Rationale: WES has set a goal to increase student performance by 10 points in Approaches, Meets, and Masters. By focusing on strong instructional leadership for our ILT members, strong lesson plans, and observation and debriefing cycles we can achieve these results. By making these changes, our overall accountability rating would go up to a "C" rating.</p> <p>Domain 2B: We will increase overall growth by increasing the value of Domain 2 to 70%. Rationale: WES has set a goal to maximize the growth points in order to obtain a scaled score of 70 which results in more academic growth points. By making these changes, our overall accountability rating would go up to a "C" rating.</p> <p>Domain 3: We will meet at least half of the targets by increasing the Domain 3 value to 70%. Rationale: WES has set a goal to meet a minimum of half of the targets for the 2021 school year raising the Domain III score to a value of 70% from 48%. By making these changes, our overall accountability rating would go up to a "C" rating.</p>	<p>Domain 1: Our goal is to support the All Student group in reaching Meets on all tested subjects. Teachers and students will track student data on various assessments including: benchmarks, progress monitoring checks, and unit assessments in order to monitor progress.</p> <p>Domain 2B: We are prioritizing growth for our economically disadvantaged population in all tested areas compared to previous growth achievement data.</p> <p>Domain 3: We are prioritizing our economically disadvantaged, african american, and ELL population and their achievement across all Domain 3 components.</p>
<p>What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.</p>	<p>What changes in student group and subject performance are included in these goals?</p>
<p>Data Analysis Questions</p>	

If applicable, what goals has your campus set for CCMR and Graduation Rate?		N/A	
CAMPUS FOCUS AREAS			
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.			
Essential Action			
1.1	Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation	Implementation Level (1 - Not Yet Started - 5 Fully Implemented)
2.1	Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full Implementation	
3.1	Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full Implementation	
4.1	Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation	
5.1	Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation	
5.3	Data-driven instruction.	4 - Partial Implementation	
PRIORITIZED FOCUS AREAS			
Complete each section below (please refer to your RPA):			
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.			
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.			
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/			
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.			
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.			
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/			
		Prioritized Focus Area #1	Prioritized Focus Area #2
		1.1	5.1
		While the work in this area has started, there continues to be gaps in some Key Practices. A strength in this area is the fact that observation calendars have been shared between the leadership team in order to give a visible focus on instructional observation and feedback cycles with assigned teachers on the leadership team. A clear focus on the other Key Practices will further develop our leadership team and then impact student outcomes.	Work continues in this category with the implementation of an updated, uniform lesson plan template and consistency across campus during planning periods. Campus leadership has assigned grade level/content teachers to review lesson plans and provide feedback in lesson plan document for teacher feedback. Coaching will continue with teachers in need of assistance with activities and instructional focus in the classroom.
		We will partner with Region 7 ESC as well as literacy professional consultants (as needed) for professional development to build individual capacity that is geared towards their specific role. Also, campus principal will provide on the job training.	Teachers have been given the opportunity to pilot the Lesson plan template and make recommendations for changes. The final lesson plan template was reviewed by Region 7 personnel and approval was granted. Starting in the school year 2020-2021 fall semester the lesson plan template was fully implemented across the campus for all teaching staff. Each member of the ILT has provided feedback on weekly lesson plans to teachers.
Essential Action		5.3	
Rationale		Work continues in this category with updated exemplar documents being utilized in PLCs for teachers to get concrete examples of work using data-driven instruction. Teams will use team planning agenda document to record minutes and work completed during planning times. Teachers will continue displaying data tracking artifacts in their classrooms that correlate to STAAR performance measures and/or will also display artifacts that track individual student goals. The campus will create a visual progress tracking artifact to display in the hallway.	
How will the campus build capacity in this area? Who will you partner with?		The ILT will continue to partner with Region 7 accountability department to receive refresher training over the DDI process. By meeting weekly with teachers during PLCs, teachers will continue to enhance the practice of data-driven instruction to perfect the process.	

<p>Barriers to Address throughout this year</p>	<p>Maintaining daily calendars that are up-to-date with activities occurring on the campus (with classroom observations, meetings, etc.).</p>	<p>Ensuring that campus administration is consistently checking lesson plans and intentionally reviewing lesson plans and their alignment with assessments. ILT will schedule meetings as needed to address lesson plan concerns with the classroom teacher. Allotting specific times for lesson plan checks and providing high-impact feedback for teacher learning opportunities.</p>	<p>Teacher inputting their data in a timely manner, administration and teachers beginning the work rather than remaining in the planning stage.</p>
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>A district committee worked on defining administrative roles and responsibilities. We have also began including other staff members in the process of hiring campus leadership.</p>	<p>Communication to teachers regarding lesson plans are done both written and verbally. Buy-in is created due to teachers being able to have open dialogue with the ILT. ILT will continually review campus assessment data with teachers to disaggregate data while also comparing daily grades and coursework compared to assessments grades to ensure rigor and content alignment.</p>	<p>Onboarding for the DDI process was conducted for new teachers while returning teachers had a refresher course. Teachers were able to voice their concerns regarding the process and make suggestions for improvements. By giving teachers a voice, this created buy-in.</p>
<p>Desired Annual Outcome</p>	<p>WES Instructional Leaders will consistently perform their roles and responsibilities. ILT will continually throughout the year meet to discuss student and teacher data, processes, and debrief. ILT will attend professional developments that would align to their roles.</p>	<p>WES will maintain a high-impact planning process that creates intentionality behind assessments, activities, and learning experiences aligned to the state standards.</p>	<p>WES will support teachers in analyzing student data through a Data Driven Process that includes breaking down standards, making exemplars, and planning re-touch based on student misconceptions.</p>
<p>District Commitment Theory of Action</p>	<p>If the WES campus leadership team continues to work within the area of 1.1, working within their roles and responsibilities, then WESD will continue to support campus leadership by protecting their time dedicated for school instructional leadership.</p>	<p>If the campus continues proper lesson planning and formative assessments within each grade level, then WISD is able to effectively implement a systems for identifying and supporting struggling learners (i.e. RTI and intervention) and protected time for team lesson plan/test creation collaboration.</p>	<p>If the campus continues DDI with fidelity, then the district can continue to assist in protecting time for teachers to partake in the DDI process.</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAIR tested courses.

For Domain 1, enter the 2019 STAIR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAIR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement indicators, 1-2 targets from the Student Success indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success indicators in Column B.

Your TEA Specialist can support you in selecting focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAIR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results Approaches/Meets/Masters	2019 Baseline Data (Optional)	% of Assessments						2021 Accountability Goal			
									Cycle 1 2nd Six Weeks Progress Monitoring (At Meets)		Cycle 2 Fall Benchmark (At Meets)		Cycle 3 Spring Benchmark (At Meets)					
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	All	STAIR	57/31/18		Progress Monitoring Check	25%	4%	Benchmark	25%		Benchmark	40%		50%
		4th	All	Reading	All	STAIR	56/31/17		Progress Monitoring Check	25%	13.64%	Benchmark	25%		Benchmark	40%		50%
		5th	All	Reading	All	STAIR	77/34/15		Progress Monitoring Check	25%		Benchmark	25%		Benchmark	40%		50%
		6th	All	Reading	All	STAIR	56/29/12		Other Progress Monitoring Check	25%	26.37%	Benchmark	25%		Benchmark	40%		50%
		3rd	All	Mathematics	All	STAIR	54/24/6		Progress Monitoring Check	25%	29.17%	Benchmark	25%		Benchmark	40%		50%
		4th	All	Mathematics	All	STAIR	63/43/20		Progress Monitoring Check	25%	41.39%	Benchmark	25%		Benchmark	40%		50%
		5th	All	Mathematics	All	STAIR	77/31/17		Progress Monitoring Check	25%	13.64%	Benchmark	25%		Benchmark	40%		50%
		6th	All	Mathematics	All	STAIR	70/24/6		Progress Monitoring Check	25%	28.74%	Benchmark	25%		Benchmark	40%		50%
2. Domain 3 Focus 1	Focus 1 Economically Disadvantaged	5th	All	Science	All	STAIR	69/31/11		Progress Monitoring Check	25%	48.89%	Benchmark	25%		Benchmark	40%		50%
		4th	All	Writing	All	STAIR	57/28/9		Progress Monitoring Check	25%	14.29%	Benchmark	25%		Benchmark	40%		50%
3. Domain 3 Focus 2	Focus 2 African American Population	All	ED	Reading	All	STAIR	58/24/12		Progress Monitoring Check	25%	11.43%	Benchmark	25%		Benchmark	40%		50%
		All	ED	Mathematics	All	STAIR	61/28/10		Progress Monitoring Check	25%	28.08%	Benchmark	25%		Benchmark	40%		50%
4. Domain 3 Focus 3	ELP Component	All	AA	Reading	All	STAIR	50/23/14		Progress Monitoring Check	25%	14.69%	Benchmark	25%		Benchmark	40%		50%
		All	AA	Mathematics	All	STAIR	48/23/12		Progress Monitoring Check	25%	25.29%	Benchmark	25%		Benchmark	40%		50%
		All	English Learners (EL)	Reading	All	STAIR	44/31/10		Progress Monitoring Check	25%	4.17%	Benchmark	25%		Benchmark	40%		50%

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	WES Instructional Leaders will consistently perform their roles and responsibilities. ILT will continually throughout the year meet to discuss student and teacher data, processes, and debrief. ILT will attend professionals developments that would align to their roles.	WES will maintain a high-impact planning process that creates intentionality behind assessments, activities, and learning experiences aligned to the state standards.	WES will support teachers in analyzing student data through a Data Driven Process that includes breaking down standards, making exemplars, and planning re-touch based on student misconceptions.
Desired 90-day Outcome	WES will maintain a living instructional leadership calendar through Google Calendar. This calendar will be used to schedule teacher observations therefore, increasing the amount of teacher instructional action coaching and follow up visits in the classroom.	Full utilization of entire lesson plan template by all teachers weekly.	All students including distance learning students assessed with our campus and student data trackers in use by the end of Cycle 1
Barriers to Address During this Cycle	Time management due to BOY activities and challenges with in person and distance learning along with technology issues teachers were faced with.	Potential technology issues when inputting lesson plans that would potentially hinder admin checks as well as staff being out for COVID related symptoms which would hinder the collaborative aspect of planning.	Lack of complete data points due to Home-Based learning students, parents not bring students to school for testing, or not logging in for online testing, as well as testing timeframes.
District Actions for this Cycle	Allot time on campus and minimize pulling of campus leadership team to allow for classroom visits and teacher action coaching.	Provide both time and assistance for proper lesson planning, staff collaboration, and pinpointed intervention on campus.	Provide assistance to campus leaders to support remote learning, technology, and participation of students who have selected to be Home-Based learners.
District Commitment Theory of Action	If the WES campus leadership team continues to work within the area of 1.1, working within their roles and responsibilities, then WISD will continue to support campus leadership by protecting their time dedicated for school instructional leadership.	If the campus continues proper lesson planning and formative assessments within each grade level, then WISD is able to effectively implement a systems for identifying and supporting struggling learners (ie. RTI and intervention) and protected time for team lesson plan/test creation collaboration.	If the campus continues DDI with fidelity, then the district can continue to assist in protecting time for teachers to partake in the DDI process.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Creation of observation calendar with protected timeframes for each member of the campus ILT and begin use of tool.	1.1	8/19/20	Google Calendar	ILT	Utilization of Google Calendar Observations/Walkthroughs	Weekly	Some Progress	Review and discuss calendars and observation schedules during
ILT has been assigned specific grade levels/content areas to evaluate to the lesson planning process and to provide feedback on plans turned in for instruction.	1.1 5.1	8/19/20	- Grade level teaching assignments - Eduphoria accesses for lesson plans - Lesson plan template expectations	ILT	Teachers utilizing plans to ensure successful student outcomes	Weekly	Significant Progress	N/A
Creation and submission of daily lesson plans by the week that include objectives, I can statements, activities, differentiated learning paths and exit tickets.	5.1	08/31/2020	Eduphoria TEKS Resource System: - TEKS - YAG - Pacing Guide	Teachers Grade Level Chair ILT	Lesson plan template & feedback information	Weekly	Some Progress	Meet with teachers still having problems with Eduphoria glitches
Establish weekly PLCs to review data, discuss curriculum, plan reteach, and provide professional development.	5.1 5.3	Every Wednesday Began	PLC Agendas	IC Principal	Weekly PLC minutes Principal observations of PLC	Weekly agenda & minutes	Some Progress	Continue DDI Roll Out and Buy In
Creation of data tracker for campus to monitor Unit assessments and progress monitoring checks. Data tracker will be utilized during weekly PLCs for the ESF DDI process to plan re-teach opportunities and exit tickets.	5.3	09/07/2020	Data Tracker Spreadsheet Student Data Trackers Teacher Data Trackers	IC Principal Teachers	Data Tracker Spreadsheet	Weekly	Some Progress	N/A
2nd Six Weeks Progress Monitoring Check scheduled last week in October	5.3	10/27 - 10/30	Eduphoria -PMC Exams - Scantrons Data Tracker	Teachers Grade Level Chair IC Principal	Data Tracker Spreadsheet Eduphoria (Aware Suite)	End of Cycle 1	Some Progress	N/A

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?
 Yes, we meet our desired 90 day outcome for 1.1 and 5.1.
 5.3 is still in progress

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?
 Taking PMCs this week and will be able to add information

Carryover Action Steps

Meet with teachers that are still experiencing difficulty with getting Lesson Plans in Eduphoria to call eduphoria together and work out inconsistencies with software clashing.
 Continue with DDI roll out and buy in process during PLCs

New Action Steps

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	WES Instructional Leaders will consistently perform their roles and responsibilities. ILT will continually throughout the year meet to discuss student and teacher data, processes, and debrief. ILT will attend professionals developments that would align to their roles.	WES will maintain a high-impact planning process that creates intentionality behind assessments, activities, and learning experiences aligned to the state standards.	WES will support teachers in analyzing student data through a Data Driven Process that includes breaking down standards, making exemplars, and planning re-touch based on student misconceptions.
Desired 90-day Outcome	ILT is observing teacher instruction focusing on Domains 2 and 3 of T-Tess. ILT is conducting debriefing observations as well as coaching cycles while reviewing lesson plans and providing feedback.	Full utilization of entire lesson plan template with a strong focus on differentiation by all teachers.	Teachers will be able to articulate student data and understand where students are performing. Teachers will be able to navigate curriculum resources to locate and utilize instructional strategies to assist student misconceptions.
Barriers to Address During this Cycle	Teachers and/or administration being out due to Covid and providing feedback on home-based learning.	Teachers focusing only of lower performing students and neglecting the higher achieving students.	Unfamiliarity with content and a large amount of new to profession teachers .
District Actions for this Cycle	Allot time on campus and minimize pulling of campus leadership team to allow for classroom visits and teacher action coaching.	Provide both time and assistance for proper lesson planning, staff collaboration, and pin-pointed intervention on campus.	Provide assistance to campus leaders to support remote learning, technology, and participation of students who have selected to be Home-Based learners.

<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>					
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>					
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>					
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<table border="1"> <thead> <tr> <th>Carryover Action Steps</th> <th>New Action Steps</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	WES Instructional Leaders will consistently perform their roles and responsibilities. ILT will continually throughout the year meet to discuss student and teacher data, processes, and debrief. ILT will attend professionals developments that would align to their roles.	WES will maintain a high-impact planning process that creates intentionality behind assessments, activities, and learning experiences aligned to the state standards.	WES will support teachers in analyzing student data through a Data Driven Process that includes breaking down standards, making exemplars, and planning re-touch based on student misconceptions.
Desired 90-day Outcome	ILT will focus more specifically on Domain 2 and differentiation with a emphasis on identified teachers that are struggling in these areas.	Continuation of ensuring that lesson plans match classroom instruction reflecting both the backwards design model and reteaching with assessment (student progress measurement) to ensure mastery of standards.	Teachers will adjust learning groups as needed for differentiated instruction, articulate a 50% growth of students from Cycle 2 to Cycle 3 progress measures and benchmark assessments as well as make predictors of student performance on STAAR 2021.
Barriers to Address During this Cycle	Teachers not able to be on campus and not having full access to all of their resources and materials due to Covid.	Waiving from the district scope and sequence due to students not mastering the TEKS at specific points of time resulting in a lag in the teaching sequence. Balancing current TEKS being taught with reteaching of previous standards.	Student and staff attendance due to having to being out for Covid
District Actions for this Cycle	Allot time on campus and minimize pulling of campus leadership team to allow for classroom visits and teacher action coaching.	Provide both time and assistance for proper lesson planning, staff collaboration, and pin-pointed intervention on campus.	Provide assistance to campus leaders to support remote learning, technology, and participation of students who have selected to be Home-Based learners.

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<table border="1"> <thead> <tr> <th>Carryover Action Steps</th> <th>New Action Steps</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	#REF!	#REF!	#REF!
Desired Annual Outcome	#REF!	#REF!	#REF!
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vетted Improvement Programs found here: <https://texasest.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasest.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	5.4
Rationale	WES scope and sequence, units, and assessments will align to the standards. The level of rigor will be grade appropriate and meet all student needs including ELLs and students with a learning disability. Teachers will attend professional development that are content specific, increase knowledge of understanding subject taught, and teaches instructional strategies.	WES will continue to disaggregate data to track and monitor student progress on assessments to identify student misconceptions on lowest standards. We will continue to unpack lowest tested standards and meet weekly during PLCs to create concrete examples of work using data-driven instruction. Teachers will continue displaying data tracking artifacts in their classrooms that correlate to STAAR performance measures and/or will also display artifacts that track individual student goals. The campus will create a visual progress tracking artifact to display in the hallway.	WES will identify students that have learning gaps by following the RTI tier system. Teachers will utilize various data trackers to monitor student performance and provide interventions as needed throughout the school year. WES and students' families will partner together to create interventions based in their individual academic needs.

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Communication about scope and sequence will be given to teachers during orientation. Teachers will be given the option to create the lessons they teach, have resources provided for them, and create unit assessments and progress monitoring checks.</p>	<p>ILT will communicate with stakeholders at the beginning of the school year. Essential Action is a carryover so ILT has already taken the necessary steps to obtain teacher buy-in. Teachers will continue to have a voice in the process assist with selecting lowest standards and creating re-teach lessons.</p>	<p>Communication to teachers and interventionist will be discussed at a staff meeting at the beginning of the year with a list of students needing RTI interventions. Teachers will hold parent conferences with parents to communicate and formulate a plan for student interventions. Buy-in will be created by ILT showing previous academic data for students needing interventions. Teachers will be able to assist in creating the data trackers and list of names per six weeks.</p>
<p>Desired Annual Outcome</p>	<p>WES curriculum and assessments will align to the TEKS with a year long scope and sequence and taught with fidelity. Instructional materials include specifically designed resources and accommodations and modifications that support students with disabilities and ELLs. Unit assessments, progress monitoring checks, and benchmarks questions will have the depth and complexity of state assessments questions and given during specific times of the school year.</p>	<p>WES will support teachers in analyzing student data through a Data Driven Process that includes breaking down standards, making exemplars, and planning re-touch based on student misconceptions.</p>	<p>Students involved in the RTI process will have decreased academic learning gaps. Students will have shown at minimum of one year's academic growth.</p>
<p>Desired 90-Day Outcome</p>	<p>A year long calendar of unit assessments, progress monitoring checks, and benchmarks is created and ready to be adhered to. Teachers have created unit assessments and their first progress monitoring check.</p>	<p>New teachers would have been onboarded and trained in the DDI process. The first assessment is given to students and teachers have identified the lowest standards to follow the DDI process.</p>	<p>Data on student performance have been collected. A BOY assessment was conducted and each student's grade equivalency was noted along with gaps students had. Students needing interventions has been identified and parent conference are underway.</p>
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>ILT will partner with Region 7 ESC to attend professional development including refresher trainings over TEKS Resource and Eduphoria. ILT will train teachers on the depth of knowledge questioning and utilize Lead4ward to train over released analysis tool.</p>	<p>ILT will attend DDI refresher training and will then train teachers. Campus will partner with Region 7 ESC. ILT will continue to meet weekly with teachers during PLCs to perfect the DDI process.</p>	<p>The campus will partner with Region 7 ESC along with RTI specialist hired by the district. Teachers will attend professional developments to learn about the RTI process, best teaching practices and interventions, and how to properly provide small group instruction. The ILT will have RTI meetings with teachers to assist in training.</p>
<p>Barriers to Address throughout the year</p>	<p>Teachers not following the scope and sequence. Daily lessons are not aligned to assessments and are not matching up rigor of the state assessment.</p>	<p>Possible new staff to train on the DDI process.</p>	<p>Teachers not giving assessments to students during appropriate times of the year to identify students' academic needs. Teachers not providing in class interventions to students so that students can move thru the tier process.</p>
<p>District Actions for this Cycle</p>	<p>Allot time on campus and minimize pulling of campus leadership team to allow for classroom visits and teacher action coaching.</p>	<p>Provide both time and assistance for proper lesson planning, staff collaboration, and pin-pointed intervention on campus.</p>	<p>Provide assistance to campus leaders to support remote learning, technology, and participation of students who have selected to be Home-Based learners.</p>
<p>District Commitment Theory of Action</p>	<p>If the WES campus leadership team continues to work within the area of 1.1, working within their roles and responsibilities, then WISD will continue to support campus leadership by protecting their time dedicated for school instructional leadership.</p>	<p>If the campus continues proper lesson planning and formative assessments within each grade level, then WISD is able to effectively implement a systems for identifying and supporting struggling learners (ie. RTI and intervention) and protected time for team lesson plan/test creation collaboration.</p>	<p>If the campus continues DDI with fidelity, then the district can continue to assist in protecting time for teachers to partake in the DDI process.</p>

ACTION PLAN

- B. Board to consider Early Childhood, College, Career, and Military Readiness Plan for the District

WESTWOOD ISD



39

College, Career, and Military Readiness

2020 - 2024



CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 64% to 74% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	68%	70%	72%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	40 Non-Cont. Enrolled
BASELINE 2017-18 TAPR (YEAR 2019)	59%	65%	66%	-	-	-	60%	71%	63%		-		
2020	61%	67%	68%	-	-	-	62%	73%	65%		-		
2021	63%	69%	70%	-	-	-	64%	75%	67%		-		
2022	65%	71%	72%	-	-	-	66%	77%	69%		-		
2023	67%	73%	74%	-	-	-	68%	79%	71%		-		
2024	69%	75%	76%				70%	81%	73%				



CCMR Progress Measure 1

74% percent of WISD graduates will earn CCMR credit by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	68%	70%	73%	74%

41

CCMR Progress Measure 2

The percent of CCMR students that are TSI complete based on SAT, ACT, or TSIA will increase from 35% to 45% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37%	39%	41%	43%	45%



CCMR Progress Measure 3

The percent of CCMR students that complete industry-based certifications will increase from 0% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
10%	20%	30%	40%	50%

42



Westwood ISD



Early Childhood (EC) Goals

Literacy and Mathematics

GOAL 1 Increase the percent of 3rd-grade students that score meets grade level or above on STAAR Reading from 31% to 47% by August 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
BASELINE TAPR 2019	31%	21%	-	-%	16%	-	-	42%	30%	27%	-	18%	35%	15%
May Goal 2021	35%	25%	-	-%	20%	-	-	36%	34%	31%	-	22%	39%	19%
2021 May Data														
May Goal 2022	39%	29%	-	-%	24%	-	-	40%	38%	35%	-	26%	43%	23%
2022 May Data														
May Goal 2023	43%	33%	-	-%	28%	-	-	44%	42%	39%	-	30%	47%	27%
2023 May Data														
May Goal 2024	47%	27%	-	-%	32%	-	-	48%	46%	43%	-	34%	51%	31%
2024 May Data														
GPM 1.1 Kindergarten students will score "At/Above Proficiency Level" on STAR Renaissance Early Literacy Reading diagnostic will increase from 46% to 62% by June 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline BOY Fall 2020	46%	62%	-	-	46%	-	-	35%	-	-	-	-	-	-
May 2021	50%	66%	-	-	50%	-	-	39%	-	-	-	-	-	-
2021 May Data														
May 2022	54%	70%	-	-	54%	-	-	43%	-	-	-	-	-	-
2022 May Data														
May 2023	58%	74%	-	-	58%	-	-	47%	-	-	-	-	-	-
2023 May Data														
May 2024	62%	78%	-	-	62%	-	-	51%	-	-	-	-	-	-
2024 May Data														
GPM 1.2 First-grade students will score "At/Above Proficiency Level" on STAR Renaissance Reading diagnostic will increase from 45% to 61% by June 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2020 Renaissance MOY 2020 COVID-19	45%	33%	-	-	47%	-	-	47%	-	-	-	-	-	-
May Goal 2021	49%	37%	-	-	51%	-	-	51%	-	-	-	-	-	-
2021 May Data														
May Goal 2022	53%	41%	-	-	55%	-	-	55%	-	-	-	-	-	-
2022 May Data														
May Goal 2023	57%	45%	-	-	59%	-	-	59%	-	-	-	-	-	-
2023 May Data														
May Goal 2024	61%	49%	-	-	63%	-	-	63%	-	-	-	-	-	-
2024 May Data														
GPM 1.3 Second-grade students will score "At/Above Proficiency Level" on STAR Renaissance Reading diagnostic will increase from 53% to 69% by June 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2020 Renaissance MOY 2020 COVID-19	53%	31%	-	-	57%	-	-	61%	-	-	-	-	-	-
May Goal 2021	57%	35%	-	-	61%	-	-	65%	-	-	-	-	-	-
2021 May Data														
May 2022	61%	39%	-	-	65%	-	-	69%	-	-	-	-	-	-
2022 May Data														
May 2023	65%	43%	-	-	69%	-	-	73%	-	-	-	-	-	-
2023 May Data														
May 2024	69%	47%	-	-	73%	-	-	77%	-	-	-	-	-	-
2024 May Data														

GOAL 2														
Increase the percent of 3rd-grade students that score meets grade level or above on STAAR Mathematics from 24% to 40% by August 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
BASELINE TAPR 2019	24%	14%	-	-	8%	-	-	36%	24%	18%	-	9%	29%	5%
May Goal 2021	28%	18%	-	-	12%	-	-	30%	28%	22%	-	13%	33%	9%
2021 May Data														
May Goal 2022	32%	22%	-	-	16%	-	-	34%	32%	26%	-	17%	37%	13%
2022 May Data														
May Goal 2023	36%	26%	-	-	20%	-	-	38%	36%	30%	-	21%	41%	17%
2023 May Data														
May Goal 2024	40%	30%	-	-	24%	-	-	42%	40%	34%	-	25%	45%	21%
2024 May Data														
GPM 2.1														
Kindergarten students will score "At/Above Proficiency Level" on TX-KEA diagnostic will increase from 62% to 78% by June 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2020 BOY Fall 2020	62%	81%	-	-	54%	-	-	56%	-	-	-	-	-	-
May Goal 2021	66%	85%	-	-	58%	-	-	60%	-	-	-	-	-	-
2020 May Data														
May Goal 2022	70%	89%	-	-	62%	-	-	64%	-	-	-	-	-	-
2022 May Data														
May Goal 2023	74%	93%	-	-	66%	-	-	68%	-	-	-	-	-	-
2023 May Data														
May Goal 2024	78%	97%	-	-	70%	-	-	72%	-	-	-	-	-	-
2024 May Data														
GPM 2.2														
First-grade students will score "At/Above Proficiency Level" on STAR Renaissance Math diagnostic will increase from 82% to 90% by June 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2020 Renaissance MOY 2020 COVID-19	82%	76%	-	-	95%	-	-	79%	-	-	-	-	-	-
May Goal 2021	84%	78%	-	-	95%	-	-	81%	-	-	-	-	-	-
2021 May Data														
May Goal 2022	86%	80%	-	-	95%	-	-	83%	-	-	-	-	-	-
2022 May Data														
May Goal 2023	88%	82%	-	-	95%	-	-	85%	-	-	-	-	-	-
2023 May Data														
May Goal 2024	90%	84%	-	-	95%	-	-	87%	-	-	-	-	-	-
2024 May Data														
GPM 2.3														
Second-grade students will score "At/Above Proficiency Level" on STAR Renaissance Math diagnostic will increase from 75% to 87% by June 2024.														
TARGETS	ALL	AA	AI	A	H	PI	TR	W	ED	SE	FSE	EL	CE	NCE
Baseline 2020 Renaissance MOY 2020 COVID-19	75%	63%	-	-	86%	-	-	72%						
May Goal 2021	78%	66%	-	-	89%	-	-	76%						
2021 May Data														
May Goal 2022	81%	69%	-	-	92%	-	-	80%						
2022 May Data														
May Goal 2023	84%	72%	-	-	95%	-	-	84%						
2023 May Data														
May Goal 2024	87%	75%	-	-	98%	-	-	88%						
2024 May Data														

- C. Board consider budget amendment
Presenter: Kyle Johnson

Westwood ISD Agenda Item Information

Meeting Date: November 16, 2020

Subject: Budget Amendment 21-02

Administrator Responsible: Mr. Johnson

Summary: This amendment will make a net change to the 20-21 budget of \$0. Money is being redistributed for PIC 25 and 38 expenses. Also, showing revenue and expense for food service grant and donation of band trailer by band booster club.

Administration's Recommendation: The district would recommend a motion "to approve the budget amendment 21-02 as presented."

Board Approval Required

YES

NO

21-02			CURRENT	AMENDED	INCREASE/
	REVENUE		BUDGET	BUDGET	(DECREASE)
	199 R 00 5744 00 000 0 00 000	Band Trailer Donation	\$ 2,500	\$ 5,700	\$ 3,200
	240 R 00 5749 00 000 0 00 000	GENYOUth	\$ -	\$ 2,000	\$ 2,000
		Total Increase/Decrease in Revenues			\$ 5,200
	EXPENDITURE		CURRENT	AMENDED	INCREASE/
			BUDGET	BUDGET	(DECREASE)
	199 E 36 6395 03 002 0 99 000	Band Trailer Donation	\$ 41,000	\$ 44,200	\$ 3,200
	240 E 35 6342 00 999 0 99 000	Non Food Expenses	\$ 44,000	\$ 2,000	\$ 2,000
	199 E 34 6119 00 999 0 99 000	Transportation	\$ 47,574	\$ 14,299	\$ (33,275)
	199 E 51 6119 00 999 0 99 000	Maintenance	\$ 25,000	\$ 19,900	\$ (5,100)
	199 E 31 6339 00 002 0 38 201	Testing Materials	\$ -	\$ 8,100	\$ 8,100
	199 E 11 6399 00 002 0 38 000	Curriculum	\$ -	\$ 8,000	\$ 8,000
	199 E 11 6411 00 002 0 38 000	Conferences	\$ -	\$ 1,000	\$ 1,000
	199 E 31 6411 00 002 0 38 000	Conferences	\$ -	\$ 1,000	\$ 1,000
	199 E 11 6117 00 002 0 38 000	Certification Stipends	\$ -	\$ 7,000	\$ 7,000
	199 E 11 6117 93 102 0 25 000	Translation Stipends	\$ -	\$ 2,000	\$ 2,000
	199 E 11 6129 00 102 0 25 000	Bilingual (LPAC) Clerk	\$ -	\$ 6,000	\$ 6,000
	199 E 11 6119 00 101 0 25 000	Bilingual Tutorials - Elementary	\$ -	\$ 500	\$ 500
	199 E 13 6112 00 999 0 25 000	Subs for Teachers Taking ESL Exam	\$ -	\$ 1,000	\$ 1,000
	199 E 13 6229 00 999 0 25 000	Certification Exam Reimbursement	\$ -	\$ 1,000	\$ 1,000
	199 E 13 6411 00 999 0 25 000	Travel	\$ -	\$ 2,775	\$ 2,775
	199 E 31 6339 25 041 0 25 000	Testing Materials	\$ 100	\$ -	\$ (100)
	199 E 31 6339 25 101 0 25 000	Testing Materials	\$ 200	\$ -	\$ (200)
	199 E 31 6339 25 102 0 25 000	Testing Materials	\$ 750	\$ -	\$ (750)
	199 E 11 6339 00 041 0 25 000	Testing Materials	\$ -	\$ 100	\$ 100
	199 E 11 6339 00 101 0 25 000	Testing Materials	\$ -	\$ 200	\$ 200
	199 E 11 6339 00 102 0 25 000	Testing Materials	\$ -	\$ 750	\$ 750
		Total Increase/Decrease in Expenditures			\$ 5,200
					\$ -
		Total Change to Budget			\$ -
Submitted to Board: 11/16/2020					

- D. Board to consider remote Homebound Instruction Waiver
Presenter: Christine Bedre

Westwood ISD Agenda Item Information

Meeting Date: November 16, 2020

Subject: Remote Homebound Instruction Waiver

Administrator Responsible: Christine Bedre, M.Ed

Summary:

This waiver fulfills the requirement that a homebound teacher serve a student in person at the student's home or hospital bedside in order for FSP funding to be generated, as required by 3.7.3 GEH Funding Chart or 9.10 Confinement and Earning Eligible Days Present of the handbook, which is adopted annually through 19 TAC §129.1025 fulfilling Pregnancy Related Services (PRS).

Please see attached waiver PDF.

Administration's Recommendation:

The administration recommends that the board approve the Remote Homebound Instruction Waiver.

Board Approval Required YES NO

10. **CLOSED SESSION**

A. Consider hiring, accepting resignations & leave requests of professional and non-professional personnel

11. Future agenda items request and events

12. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the ~~Texas Open Meetings Act~~, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:
3:30 pm, November 11, 2020

For the Board of Trustees