

Agenda of Regular Meeting

The Board of Trustees Westwood Independent School District

A Regular Meeting of the Board of Trustees of Westwood Independent School District will be held July 10, 2023, beginning at 5:15 PM in the 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.

1. **CALL TO ORDER AND ESTABLISH QUORUM**
2. **ROLL CALL**
3. **Invocation**
4. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
5. **ACTION ITEM**
 - A. **Board to consider and approve the agenda as presented**
6. **CLOSED SESSION**
 - A. Superintendent's evaluation with contract and compensation
 - B. Acknowledge professional contracts for the 2023-2024 school year
 - C. Consider District of Innovation Contract for the 2023-2024 school year
7. **OPEN FORUM/AUDIENCE PARTICIPATION**
8. Board to consider and possibly approve items discussed in closed session
 - A. Board to consider and possibly approve the District of Innovation Contract for 2023-2024 school year
 - B. Board to consider and possibly approve Superintendent's contract with compensation
9. **INFORMATION ITEMS**
 - A. **Presentation of the 2022-2023 Safety Audit**



WESTWOOD ISD



Westwood's Finest

BE A PRIDEFUL PANTHER!

p
a
n
t
h
r
e

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!



WESTWOOD INDEPENDENT SCHOOL DISTRICT



June 2023 Curriculum Moment

6

Dr. Tracie Robinson
Assistant Superintendent of Curriculum,
Instruction and Leadership





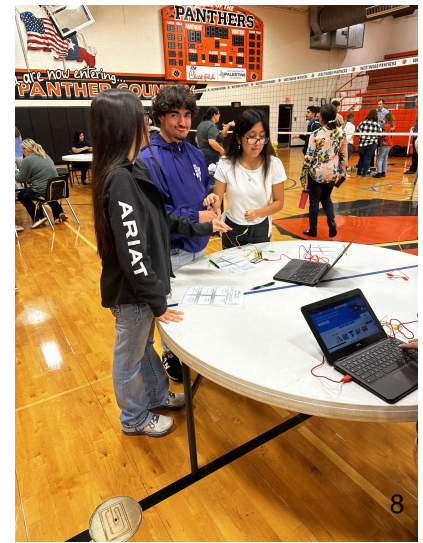
Learning through Engagement



IRobot and Westwood University



I Robot Day May 8, 2023



I Robot Day May 8, 2023



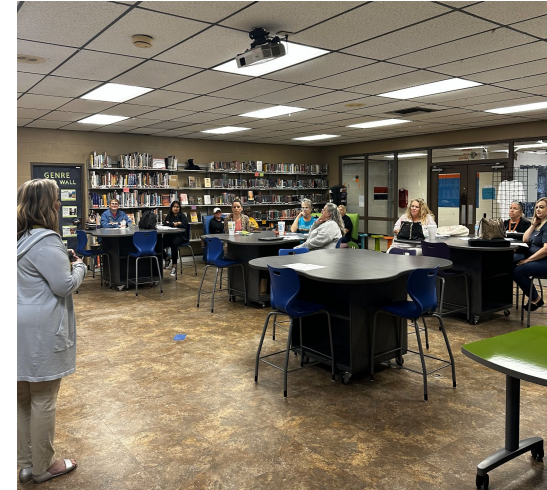
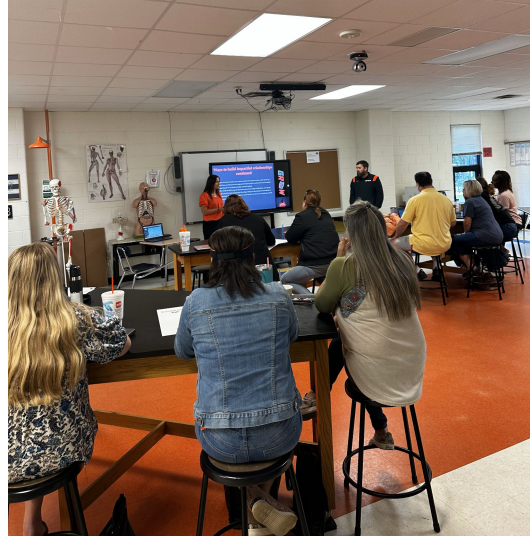


May 23-May 24, 2023



Westwood University

You're
OFF
TO
Great
PLACES!
Oh,
THE Places
You'll Go!



Key Learnings

- The engagement led to active participation for both students and staff.
- The students and staff would like to see more engaging opportunities for their learning.
- We are off to a great start!



WESTWOOD ISD





Westwood ISD Agenda Item Information

Meeting Date: July 10, 2023

Subject: Staff Handbook for 2023-2024

Administrator Responsible: Dr. Tracie Robinson

Summary: The Westwood ISD Employee Handbook provides staff with current operating procedures within Westwood ISD.

Administration's Recommendation: Not Applicable

Attachment: 2023-2024 Staff Handbook

Board Approval Required YES NO

Westwood ISD

2023-2024 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email hlcastaneda@westwoodisd.net



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Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Westwood ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Electronic format may be accessed on the district website under the “For Employees” tab, and then clicking on the “Employee Handbook”

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.

- I choose to receive a hard copy of the employee handbook and understand I am required to contact the campus principal or WISD administration to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Westwood ISD Administration Office if I have questions or concerns or need further explanation.

Signature

Date

Please sign, date this receipt, and forward it to h1castaneda@westwoodisd.net

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to hlcastaneda@westwoodisd.net.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of non contract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at [***https://pol.tasb.org/Home/Index/122***](https://pol.tasb.org/Home/Index/122)

District Information

Mission Statement, Goals, and Objectives

Policy AE

Vision

Westwood ISD...

Where Panthers excel today and lead tomorrow

Mission

Westwood ISD

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

Core Values of a Panther

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

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

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

T: Teamwork - Panthers work together and lift each other up.

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

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

R: Ready - Panthers are ready to learn!

Beliefs

We believe:

- In academic excellence for all students
- In developing leaders at all levels
- Every person is a leader - they lead 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

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by a single-member district and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Dr. Carolyn Booker
- Angela Choate
- Jeff Cooper
- Samantha Estes
- Jess Hudleston
- Bryan Jones
- Ronnie Stanhope

The board usually meets the second Monday of each month at Westwood Primary School. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and Westwood ISD Administration Office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

Monday	08/14/23
Monday	09/11/23
Monday	10/16/23
Monday	11/13/23
Monday	12/11/23
Monday	01/08/24
Monday	02/12/24
Monday	03/18/24
Monday	04/08/24
Monday	05/13/24
Monday	06/10/24
Monday	07/08/24

Administration

**Westwood ISD Administration Office
4524 W. Oak
Palestine, Texas 75801
903-729-1776**

**Superintendent
Wade Stanford**

**Assistant Superintendent of Curriculum & Instruction
Tracie Robinson, Ed.D.**

**Assistant Superintendent of Finance & Operations
Kyle Johnson**

**Director of Federal & Special Programs
Tiffany Carwell**

**PEIMS Director
Mindy Place**

**Director of Transportation
Philip Nedbalek**

**Director of Maintenance
Joshua Shultz**

**Director of Technology
Nathan Allen**

**Director of Athletics
Richard Bishop**

**CTE & Testing Coordinator
Kelly Green**

School Calendar

<https://www.westwoodisd.net/district-calendar>

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

School Directory

Westwood High School
1820 Panther Blvd.
903-729-1773

Principal
Scott Nettles

Assistant Principal
Angela Johnson

Counselor
Jeffery Tauber

Westwood Junior High
1801 Panther Blvd.
903-723-0423

Principal
Laura Jones

Assistant Principal
Cassandra Huddleston

Counselor
Debbie Coates

**Westwood Elementary
2305 Salt Works Rd.
903-729-1771**

**Principal
Shinnitta Foreman**

**Assistant Principal
Kayla Warren**

**Assistant Principal
Sonja Dodd**

**Counselor
Amber Linam**

**Westwood Primary
1701 W. Point Tap
903-729-1774**

**Principal
Charlotte May**

**Assistant Principal
Nola Beard**

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Westwood ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Wade Stanford, Superintendent, 4524 W. Oak St. Palestine, TX 75801, wstanford@westwoodisd.net, and 903-729-1776*. Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *Tiffany Carwell, Director of Federal and Special Programs, 4524 W. Oak St. Palestine, TX 75801, tncarwell@westwoodisd.net, and 903-729-1776*.

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Non Contract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are not employed by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Westwood ISD Administration Office in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify Wade Stanford when there is action against, or revocation of, their license.

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact human resources if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact human resources if you have any questions regarding reverification of employment authorization. Contact Hollie Castenda at (903) 729-1776 if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Non-investigatory searches in the workplace including accessing an employee’s desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee’s personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver’s License. Any employee whose duties require a commercial driver’s license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district’s policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Director of Transportation.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to

this requirement must submit their certification or documentation to the curriculum department by appropriate.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder aware-ness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by May 1st. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Human Resource office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30

minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page 22 for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Wade Stanford, Superintendent at (903) 729-1776.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Wade Stanford, Superintendent at (903) 729-1776 to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call human resources.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Westwood ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the curriculum department.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for non instructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 22.)

All employees will receive written notice of their pay and work schedules before the first pay date of the school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact human resources for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried and hourly employees are paid monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization.

The schedule of pay dates for the 2023-2024 school year follows:

Pay Period	Due Date	Pay Date	Pay Day
8/6/23-9/2/23 (4 wks)	9/5/23	9/25/23	Monday
9/3/23-9/30/23 (4wks)	10/2/23	10/25/23	Wednesday
10/1/23-11/4/23 (5wks)	11/6/23	11/17/23	Friday
11/5/23-12/2/23 (4wks)	12/4/23	12/20/23	Wednesday
12/3/23-12/30/23 (4wks)	1/3/24	1/22/24	Monday
12/31/23-2/3/24 (5wks)	2/5/24	2/23/24	Friday
2/4/24-3/2/24 (4wks)	3/4/24	3/25/24	Monday
3/3/24-3/30/24 (4wks)	4/1/24	4/25/24	Thursday
3/31/24-5/4/24 (5wks)	5/6/24	5/24/24	Friday
5/5/24-6/1/24 (4wks)	6/3/24	6/25/24	Tuesday
6/2/24-7/6/24 (5wks)	7/8/24	7/25/24	Thursday
7/7/24-8/3/24 (4wks)	8/5/24	8/23/24	Friday

ALL TIME CARDS, PAID-OUTS AND BANKING CHANGES ARE DUE ON PAYROLL DUE DATES.

Automatic Payroll Deposit

Employees must have their paychecks electronically deposited into a designated account. A notification period of two weeks is necessary to activate this service. Contact the payroll department for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions

- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions approved by the board. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An agreement between an employee and the district must be in place in order to deduct any overpayment from one or more paychecks if an overpayment occurs.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01am Sunday and ends at midnight Saturday.

Nonexempt employees that are paid on a salary basis are paid for the hours set by the normal work schedule. Hours worked beyond the normal schedule up to 40 hours will be paid at a regular rate of pay.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at a time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 30 hours of comp time.
- Comp time must be used in the duty year that it is earned.

- Use of comp time may be at the employee’s request with supervisor approval, as workload permits, or at the supervisor’s direction.
- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee’s supervisor and Assistant Superintendent of Finance and Operations must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district, per the state comptroller’s office. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

- Hourly employees must submit time off under “school business”, which covers scheduled work hours and driving time.

One Day Travel

- All Time spent traveling as part of a one-day work assignment or training in another location is compensable even if this time occurs outside the normal work schedule. However, time spent traveling from home to the local airport, bus depot, mass transit center, or other point of departure is not compensable. Meal time or travel time to and from lunch during the one-day assignment or training is not compensable if no work is performed. (29 C.F.R. Section 785.38)

Overnight Travel

- For overnight trips, compensable time depends on the nature of the travel and the time it occurs. If the traveling occurs during normal working hours, the time is compensable, even if it occurs during non working days (Saturday, Sunday, or holidays). Traveling as a passenger on an airplane, train, bus, or in an automobile is not compensable time if it occurs outside of normal working hours, unless the employee is required to perform work while traveling. (29 C.F.R. Section 785.39)
- If an employee is driving a vehicle, the time is compensable regardless of when the travel occurs. Meal periods or periods when the employee is sleeping are not compensable. (29 C.F.R. Section 785.41)

- Whether an employee must be compensated for time spent on-call or waiting to work depends on the degree of freedom given to the employee. (29 C.F.R. Section 785.17) For example, if a bus driver arrives at the stadium and is told to remain with the bus during the activity to safeguard district and student properties, the employee will be considered working. On the other hand, if the bus driver is told upon arrival to return in five hours and is free to use those hours at his or her discretion, the time will not be considered work time.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact human resources for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs. Premiums for these programs can be paid by payroll deduction. Employees should contact human resources for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to

pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to your supervisor, and then to human resources. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 33 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact human resources.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify human resources as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). Leaves and Absences

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call human resources for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in whole and ½ day increments. Earned comp time must be used before any available paid state and local leave. Paid state and local leave will be used in the following order:

- Local leave
- State sick leave accumulated prior to the 1995-1996 school year
- State personal leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

- Exhausting leave and going into “dock” status is a violation of leave policy and may result in disciplinary action, including termination or nonrenewal, if not on district approved leave.
 - If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a “no call/no show”. An employee who is absent for 4 consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse

- Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee's household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Medical Certification. Any employee, who is absent more than three days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: non discretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered non discretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Discretionary use of leave shall not be allowed on the day before a school holiday, the day after a school holiday, days scheduled for end-of semester or end-of-year exams, days scheduled for state-mandated assessments, or professional or staff development days.

Any employee, who is absent the day before or after a holiday, because of a personal or family illness, must submit a medical certification from a qualified healthcare provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in whole or ½ day increments, except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

In addition to the state minimum personal leave, the District shall provide four (4) additional days per year. This leave is earned at a rate of 1/2 day for every 22.5 days worked. This leave does not accumulate. The Board of Trustees will set a rate of pay for unutilized local leaves during the annual budget development process.

Sick Leave Pool

The district has adopted a policy for the establishment of a sick leave pool in order to assist employees who are suffering from personal catastrophic illness or injury, or illness or injury in the immediate family. Pooling may be requested when leave exhausts state, local and extended sick leave and personal leave. The employee may receive a maximum of 30 days from the pool. Requests for a sick leave pool recommendation must be made by the employee's immediate supervisor, in writing to the superintendent for approval. For more information on the specific details of this policy, please refer to DEC Local, which is located in the district policy manual in the Westwood ISD Administration office.

POLICY DEC
(LOCAL)

SICK LEAVE POOL The District sick leave pool shall be established from voluntary donations by the District staff to assist a fellow employee suffering from personal catastrophic illness or injury or illness or injury in the immediate family. Pooling may be requested when an employee has exhausted his or her state, local and extended sick leave and personal leave. The employee may receive a maximum of 30 days from the pool.

ESTABLISHMENT A request for the establishment of a sick leave pool shall be made in writing to the Superintendent. The Superintendent shall then initiate the sick leave pool for the employee and notify District staff.

CONTRIBUTIONS The sick leave pool shall be composed of voluntary contributions by District staff for a specific individual and donated days shall be designated to a specific pool. No staff member shall be allowed to contribute more than three of his or her local leave days per school year. A maximum of 30 days may be contributed to an individual sick leave pool.

CESSATION OF SICK LEAVE POOL The sick leave pool shall cease to exist when the employee returns to work, or when each voluntary donation reaches the three-day maximum and the pool is exhausted. Unused sick leave pool days shall revert to the donor and shall be divided in increments of no less than one-half days. No general pool shall remain in existence.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer’s paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different “hours of service” requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or

- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you must:**

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer **must:**

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer *cannot* interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer *must* confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer *must* notify you in writing:**

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year measured backward from the date an employee uses FML.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If

the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact human resources for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the campus principal or immediate supervisor and the superintendent or the superintendent's designee should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use available, partial-day increments of sick leave or any other paid leave benefits to make up the difference between wage benefits and pre-injury or -illness wages. While an employee is receiving workers' compensation wage benefits, the district will charge available leave proportionately so that the employee receives an amount equal to the employee's regular salary.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to immediate supervisor, and human resources.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Approved leave for death in the immediate family shall be for no more than five workdays for each occurrence, subject to the approval of the District. Employees must use allotted state or local days.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may

use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to paid leave when engaged in authorized training or duty orders by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact human resources. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact human resources for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities.

District Communications

Throughout the school year, the Westwood ISD Administration office publishes newsletters, brochures, fliers, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They include the following:

<https://pol.tasb.org/Policy/Code/122?filter=DGBA&filter=DGBA>

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

<https://pol.tasb.org/Policy/Code/122?filter=DGBA&filter=DGBA>

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC no later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page 60 for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;

- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=DIA&filter=DIA>

Harassment of Students

Policies DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 45 and *Bullying*, page 67 for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=DHB&filter=DHB>
HB

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §261.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made online at <https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a

certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at <https://www.westwoodisd.net/>. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact the Director of Technology.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH (EXHIBIT)]

- Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
- Copyright law [See Policy CY]
- Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH (EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student’s parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee’s communications with the student are accepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer

network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.

- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not communication.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district email address.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).

- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:30 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators’ Code of Ethics including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district’s record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud

- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under the SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educator’s criminal history to the Division of Investigations at TEA.

Certified Employees. The superintendent and directors are required to report the misconduct or criminal history of a certified employee or individual applying for certification or permit to TEA Division of Educator Investigations. Information about misconduct or allegations of misconduct of a certified employee obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abused or otherwise committed an unlawful act with a student or minor
- Possessed, transferred, sold, or distributed a controlled substance
- Illegally transferred, appropriated, or expended school property or funds
- Attempted by fraudulent means to obtain or alter any certificate or permit to gain employment or additional compensation
- Committed a criminal offense on school property or at a school-sponsored event, or
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor

Uncertified Employees. Misconduct or criminal history of an uncertified employee also must be reported to TEA. Information about misconduct or the allegations of misconduct obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or

criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abuse or unlawful act with a student or minor, or
- Involvement in a romantic relationship with or solicited or engaged in sexual contact with a student or minor

Alcohol and Drug-Abuse Prevention

Policy DH

Westwood ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

<https://pol.tasb.org/Policy/Code/122?filter=DH&filter=DH>

Tobacco Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties
- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety program includes written guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 60 for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.

- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact the Director of Facilities.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district-provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district’s weapons policy should report it to their supervisor or call Westwood ISD Administration Office immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building’s main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of

the district's management plan is kept in the maintenance office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at each campus. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website, social media accounts and notify the following radio and television stations:

**KBHT – 93.5 KOYA – 96. 7 KWRW – 97.7 KYYK – 98.3 KNET – 1450 KLTV – Ch. 7
KETK – Ch. 5**

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the campus/department secretary on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact accounts payable for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the human resource office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Westwood ISD Administration Office.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number

- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to human resources. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. Each campus is responsible for scheduling the use of facilities after school hours. Contact campus principal to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the campus principal, or immediate supervisor. Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page 63. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in the same act.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to campus principal, or immediate supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a non certified employee's resignation or termination within seven business days following an alleged incident of misconduct or abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's

certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 39.)

The principal is required to notify the superintendent of a non certified employee's resignation or termination within seven business days following an alleged incident of misconduct or abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Non Certified Employees. The voluntary or involuntary separation of a non certified employee from the District must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Westwood ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Wade Stanford, Superintendent, 4525 W. Oak St. Palestine, TX 75801, wstanford@westwoodisd.net and 903-729-1776, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to *Tiffany Carwell, Director of Federal and Special Programs, 4524 W. Oak St. Palestine, TX 75801, tncarwell@westwoodisd.net, and 903-729-1776*. the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parents and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must bring a note signed by the parent that describes the reason for the absence. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

<https://pol.tasb.org/Policy/Code/122?filter=FFI&filter=FFI>

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

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Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: July 10, 2023

Subject: Finance Update

Administrator Responsible: Mr. Johnson

Summary: 22-23 Budget Update; 23-24 Compensation Plan Recommendations; Year Percentage Spent by Function YTD

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

Board Approval Required YES **X** NO

E. Discussion of Special Education Program Services
F. First Read Update 121





(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

**Capitalization
Threshold**

The capitalization threshold for purposes of classifying individual capital assets shall be ~~\$5,000~~\$5,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.

Integrated Pest Management Program

The District is committed to following integrated pest management (IPM) guidelines as required by Chapter 1951 of the Occupations Code and Title 4, Chapter 7 of the Administrative Code in all pest control activities that take place on District property.

Definition

IPM is a pest management strategy that relies on accurate identification and scientific knowledge of target pests, reliable monitoring methods to assess pest presence, preventative measures to limit pest problems, and thresholds to determine when corrective control measures are needed. Under IPM, whenever economical and practical, multiple control tactics shall be used to achieve the best control of pests. These tactics shall ~~possibly~~ include, but are not limited to, the judicious use of pesticides.

Standards

The District's IPM program shall govern the District's use of pesticides, herbicides, and other chemical agents for the purpose of controlling pests, rodents, insects, and weeds in and around District facilities, including residential property primarily used as student housing.

IPM Coordinator

The Superintendent shall designate the IPM coordinator(s), who shall be registered with the Texas Department of Agriculture. The IPM coordinator(s) shall receive training in accordance with law and shall provide training to District employees, as necessary.

Application Time Frame

The IPM coordinator(s), in addition to the responsibilities set out in CLB(LEGAL), shall coordinate with appropriate District administrators or other designated and trained employees regarding pesticide or herbicide applications in accordance with law. The IPM coordinator(s) shall determine when an emergency situation exists and an exception to the 48-hour notice requirement may be made.

No Unauthorized Application

If the IPM coordinator is a licensed applicator, the IPM coordinator may apply pesticides in accordance with law. No other employee or other person or entity shall be permitted to apply a pesticide or herbicide at a District facility, including residential property primarily used as student housing, without the prior approval of the IPM coordinator and other than in the manner prescribed by law and the District's IPM program.

INSURANCE AND ANNUITIES MANAGEMENT
UNEMPLOYMENT INSURANCE

CRF
(LOCAL)

**Reasonable
Assurance**

The District shall issue letters of reasonable assurance, as appropriate, to employees in positions requiring less than 12 months of service whose services are anticipated to be needed at the beginning of the following school year. [See DCD and DCE]

Specifications

The Superintendent ~~or designee~~ shall ensure that detailed specifications are prepared for any construction project for which competitive bids are sought.

Bid Process

All bids shall be submitted in sealed envelopes, plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified. All interested parties shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

Safety Record

If the District considers the safety record of bidders in determining to whom to award a contract, the safety record shall be defined as a bidder's OSHA (Occupational Safety and Health Administration) inspection logs for the last three years, a loss analysis from the bidder's insurance carrier, and a loss history covering all lines of insurance coverage carried by the bidder.

FACILITIES CONSTRUCTION
COMPETITIVE SEALED PROPOSALS

CVB
(LOCAL)

Specifications

The Superintendent ~~or designee~~ shall prepare a request for proposals for any construction project for which competitive sealed proposals are sought.

Process

All proposals shall be submitted in sealed envelopes, plainly marked with the name of the proposal and the time of the deadline for submission. Proposals shall be opened at the time specified. All offerors shall be invited to attend the proposal opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

Withdrawal and
Late Proposals

Any proposal may be withdrawn prior to the scheduled time for opening. Proposals received after the specified time shall not be considered.

Proposal
Acceptance

The District may reject any and all proposals.

Safety Record

If the safety record of offerors is considered in selecting a proposal, the record shall be defined as an offeror's OSHA (Occupational Safety and Health Administration) inspection logs for the last three years, a loss analysis from the offeror's insurance carrier, and a loss history covering all lines of insurance coverage carried by the offeror.

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA]- The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

Pay Administration

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The ~~Superintendent or designee shall classify~~ classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or ~~bimonthly~~ semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. ~~The Superintendent or designee shall determine~~ Any pay adjustments for individual employees; shall be determined within the approved budget following established procedures.

~~Mid-Year~~ Midyear
Pay Increases

Contract
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements].]

Noncontract
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

Pay During Closing

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools].]

Persons Age 21 and Over	The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.
Registration Forms	The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.
Proof of Residency	At the time of initial registration and on an annual basis thereafter In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.
Minor Living Apart	A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.
Person Standing in Parental Relation	
Misconduct	A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.
Exceptions	Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.
Extracurricular Activities	The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.
Nonresident Student in Grandparent's After-School Care	The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent. The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.
"Accredited" Defined	For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ~~determine transfer of~~ ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

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

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	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.
Student Report	

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	<p>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.</p> <p>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.</p>
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.
<i>Discipline</i>	<p>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.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.

- G. **Update and Highlights of Summer Leadership Institute 2023**
- 10. **ACTION ITEMS**
 - A. Board to consider and possibly approve 2023-2024 compensation plan 110



Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: July 10, 2023

Subject: 2023-24 Compensation Plan

Administrator Responsible: Mr. Johnson

Summary: Information on the 2023-2024 Compensation Plan and possible board approval

Administration's Recommendation: The district would recommend a motion to **“approve the 2023-24 Compensation Plan as presented.”**

Board Approval Required

YES

NO



Westwood ISD Agenda Item Information

Meeting Date: July 10, 2023

Subject: 2022-2023 Safety Audit

Administrator Responsible: Wade Stanford

Summary: Darrin Peeples, Region 7 Safety and Security Division, will present the 2022-2023 Safety Audit.

Administration's Recommendation:

Possible Motion: I move that we accept the 2022-2023 Safety Audit as presented.

Attachments:

Board Approval Required

XYES

NO

C. Board to consider and possibly approve retention stipends for the 2023-2024 school year.

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Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: July 10, 2023

Subject: Bi-Annual Retention Stipend

Administrator Responsible: Mr. Johnson

Summary: Resolution for the board to approve an annual retention stipend, paid in two payments, for every benefits-eligible employee as of time of payment in November 2023 and as of the last day of school in May 2024. This resolution sets forth that ESSER III money will be used for this bi-annual retention stipend and will be paid in November 2023 and June 2024.

Administration’s Recommendation: The district recommends a motion to **“approve the retention stipend, to be paid in 2 payments out of ESSER III money, for every benefits eligible employee as of time of payment in November 2023 and as of the last day of school May 2024.”**

Board Approval Required

X YES

NO

- D. Board to consider and possibly approve a budget amendment
- 11. Board to consider and possibly approve the consent agenda
 - A. Minutes of Regular Board Meeting, June 12, 2023, and Special Board Meeting June 28. 2023 116



Regular Meeting

Monday, June 5, 2023 5:15 PM
Westwood Administration Office

Carolyn Booker: Present
Angela Choate: Present
Jeff Cooper: Present
Sam Estes: Present
Jess Huddleston: Absent
Bryan Jones: Absent
Ronnie Stanhope: Present

Others present: Kyle Johnson, Brenda Bing, Tracie Robertson, Tiffany Carwell

1. CALL TO ORDER AND ESTABLISH QUORUM

2. ROLL CALL

2.A. Board to approve the agenda as presented

Action(s):

Motion to approve the agenda as presented. This motion, made by Angela Choate and seconded by Ronnie Stanhope, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Absent

Bryan Jones: Absent

Ronnie Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

3. Closed Session

Discussion: Meeting called into closed session at 5:15pm by President Booker.

Meeting called out of closed session at 5:40pm by President Booker

3.A. Board to acknowledge teacher contracts

3.B. Superintendent evaluation

3.C. Board to consider District of Innovation Contract

3.D. Board to consider Director of Technology Contract

4. INVOCATION

Discussion: Invocation given at President Booker.

5. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

6. OPEN FORUM /AUDIENCE PARTICIPATION --Policy BED
(Local)

Discussion: None

7. ACTION ITEMS

7.A. Elect Board Officers for the 2023-2024 school year

Action(s):

Motion to keep all officers to remain in office for the 2023-2024 school year. This motion, made by Carolyn Booker and seconded by Ronnie Stanhope, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess
Huddleston: Absent

Bryan Jones: Absent

Ronnie
Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

7.B. Board to vote on items discussed in closed session

Discussion: Board acknowledged the teacher contracts for the 2023-2024 school year.

7.B.1. Board to consider and possibly approve District of Innovation Contract

Action(s):

Motion to approve the DOI contract for Tyrell Jenkins. This motion, made by Angela Choate and seconded by Sam Estes, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess
Huddleston: Absent

Bryan Jones: Absent

Ronnie
Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

7.B.2. Board to consider and possibly approve Director of Technology Contract

Action(s):

Motion to approve Nathan Allen's to be the Director of Technology. This motion, made by Ronnie Stanhope and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Absent

Bryan Jones: Absent

Ronnie Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

8. INFORMATION ITEMS

8.A. Bond Update

Discussion: Fitzpatrick Architects presented a video update of the bond construction work that is going on at the new Westwood Middle School and the Safety and Security work at the other campuses.

Presenter: Corey Guidrey

8.B. Service Center Contracts - Region 7 and 10-First Read

Discussion: Mr. Johnson presented the possible Region 7 and Region 10 services for the 23-24 contract year

8.C. Finance Update

Discussion: Mr. Johnson presented possible compensation packages for the 23-24 school year for all staff members

Presenter: Kyle Johnson

8.D. Curriculum Moment

Discussion: Dr. Tracie Robinson updated the board on some current happenings in the district, including iRobot and Westwood University. IRobot gave every student K-12 the opportunity to build, program or control a robot. Westwood University took place and over 50 participants took part in this first session of Westwood U. The second session will be in August.

Presenter: Tracie Robinson

8.E. First Read: Campus Improvement Plans 2023-2024 School year

Discussion: Dr. Tracie Robinson updated the board on the Campus Improvement Plans.

Presenter: Tracie Robinson

8.F. SHAC Update

Discussion: Tiffany Carwell updated the board on the SHAC meetings for the year and what was accomplished including, ESTEEM, Nurse presentations, WISD PD report, review of GAGGLE supports.

Presenter: Tiffany Carwell

8.G. Notice of Intent to Apply for Federal Funds

Discussion: Tiffany Carwell presented to the

Presenter: Tiffany Carwell

board the notice of intent to apply for federal funds for the 23-24 school year.

8.H. Consideration and Discussion of Special Education Program Services

Presenter: Wade Stanford

Discussion: Mr. Stanford discussed with the board the state of the district's SPED program. He also discussed the role that the district plays in the Anderson County SPED COOP and the advantages and disadvantages of this set up.

9. ACTION ITEMS

9.A. Board to consider paying staff members for unused local days for the 2022-2023 school year

Action(s) :

Motion to pay staff \$50 a day for unused local days in the 22-23 school year at an estimated cost of \$9,975. This motion, made by Jeff Cooper and seconded by Ronnie Stanhope, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Absent

Bryan Jones: Absent

Ronnie Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

9.B. Compensation plan effective date for the 2023-2024 school year

Presenter: Kyle Johnson

Action(s) :

Motion to authorize All 2023-24 Contracts or Work Schedules Beginning on or After July 1, 2023 Be Paid the Salary as Established in the 2023-24 Compensation Plan to be Adopted at a Later Date. This motion, made by Sam Estes and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Absent

Bryan Jones: Absent

Ronnie Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

10. **Board to consider approval of consent agenda**

Action(s):

Motion to approve the consent agenda as presented. This motion, made by Angela Choate and seconded by Ronnie Stanhope, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Absent

Bryan Jones: Absent

Ronnie Stanhope: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

10.A. Minutes of Regular Board Meeting May 8, 2023, and Special Board Meeting May 15, 2023.

10.B. Fundraisers

10.C. Investment Report

10.D. Staff Development Waiver for the 2023-2024 school year

10.E. Approve the District Improvement Plan 2023-2024

11. **Future agenda item request and events**

Discussion: None

12. **ADJOURNMENT**

Discussion: Meeting adjourned by President Booker at 7:03pm

Board Secretary

Special Meeting

Wednesday, June 28, 2023 8:00 AM
Westwood Administration Office

Carolyn Booker: Present
Angela Choate: Present
Jeff Cooper: Present
Sam Estes: Present
Jess Huddleston: Present
Bryan Jones: Absent
Ronnie Stanhope: Absent

1. CALL TO ORDER AND ESTABLISH QUORUM

2. ROLL CALL

3. INVOCATION

Discussion: Carolyn Booker gave the Invocation

4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5. ACTION ITEMS

5.A. Board to consider approval of agenda

Action(s):

Board approved the agenda as presented. This motion, made by Jeff Cooper and seconded by Sam Estes, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Absent

Ronnie Stanhope: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

6. CLOSED SESSION

Discussion: The board went into a closed session at 8:03 am.

6.A. Discussion of Real Property - Texas Government Code 551:072

7. Public Comments

Discussion: None

8. Discussion and Possible Approval of Action

Arising from Closed Session

Action(s):

Board moved to authorize the Superintendent to negotiate on the real property as discussed in closed session. This motion, made by Carolyn Booker and seconded by Jess Huddleston, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Absent

Ronnie Stanhope: Absent

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Discussion: Board came out of a closed session at 8:35 am

9. **ADJOURNMENT**

Discussion: Adjourned at 8:36 pm

Board Secretary



WESTWOOD INDEPENDENT SCHOOL DISTRICT
Authorization to Conduct Fund Raising Event

Westwood High School
FUNDRAISER FORM

Organization: WHS Class of '25 Campus: H.S. Date submitted 4-25-23

Fundraising Event: Homecoming Dance

Requested fundraising date/dates: Homecoming 2023, 9/15/23

Vendor (if applicable) _____

Address _____ City/State _____ Telephone _____

List specific items that will be sold: tickets

Price per item: \$ 3.00 Will customer pay in advance? no

Profit to organization should never be less than 50%; otherwise, explain _____

What will money raised from this fundraiser be used for? Class of '25

If **NO** vendor is involved; list location of event: Westwood H.S.

Estimated cost to organization to start fundraiser \$ _____

How much will you charge your customer? \$ 3.00 Will you accept donations? no

I, Christy Mitchell, am submitting this fund-raising request before my organization starts raising funds. I understand that I am held responsible for ordering and distributing merchandise and collecting all funds submitting funds to the office, to be deposited in my activity account. With the conclusion of this fund raiser, I will complete this form and return to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

[Signature] 4/27/23
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total Proceeds collected \$ _____

Total Deposited in activity account \$ _____ Total invoice from vendor \$ _____

Expenses incurred for a successful fundraiser \$ _____ (advertising, t-shirts, supplies, etc.)

Total Profit my organization benefitted from this fundraiser \$ _____

I, _____, understand that these funds will not be available until this form is completed and returned to the campus office

**WESTWOOD INDEPENDENT SCHOOL DISTRICT
Authorization to Conduct Fund Raising Event**

Organization: Westwood Campus: Primary Date submitted 5-25-23

Fundraising Event: Big Kahuna

Requested fundraising date/dates: 9-27-23 to 10-17-23

Vendor (if applicable) Kelsi + Aaron Schertz (Fundraising Consultants)

Address _____ City/State _____ Telephone _____

List specific items that will be sold: Brochure Sales: Home for the Holidays / Ultimate Gourmet

Price per item: \$ varies Will customer pay in advance? Yes

Profit to organization should never be less than 50%; otherwise, explain 42% plus student incentives.

What will money raised from this fundraiser be used for? Activity Fund

If NO vendor is involved; list location of event: _____	
Estimated cost to organization to start fundraiser \$ _____	
How much will you charge your customer? \$ _____	Will you accept donations? _____

I, Charlotte May, am submitting this fund raising request before my organization starts raising funds. I understand that I am held responsible for ordering and distributing merchandise and collecting all funds submitting funds to the office, to be deposited in my activity account. With the conclusion of this fund raiser, I will complete this form and return to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

Charlotte May _____ 5-25-23 _____
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total Proceeds collected \$ _____
Total Deposited in activity account \$ _____ Total invoice from vendor \$ _____
Expenses incurred for a successful fundraiser \$ _____ (advertising, t-shirts, supplies, etc.)
Total Profit my organization benefitted from this fundraiser \$ _____
I, _____, understand that these funds will not be available until this form is completed and returned to the campus office

WESTWOOD INDEPENDENT SCHOOL DISTRICT
Authorization to Conduct Fund Raising Event

Organization: BPA Campus: HS Date submitted 6/20/23

Fundraising Event: Spirit sales at Varsity home games

Requested fundraising date/dates: All Home HS football and basketball games

Vendor (if applicable) Boosters Inc and ~~Transfer Express~~
2509 E 5th St Montgomery, AL 36107 7650 Tyler Blvd
Address City/State Telephone Mentor, OH, 44060

List specific items that will be sold: Spirit items and shirts

Price per item: \$ #1 - #30 Will customer pay in advance? NO

Profit to organization should never be less than 50%; otherwise, explain _____

What will money raised from this fundraiser be used for? Used for BPA Dues,
Competitions costs and other organizational costs

Westwood High School
FUNDRAISER FORM

If **NO** vendor is involved; list location of event: _____

Estimated cost to organization to start fundraiser \$ _____

How much will you charge your customer? \$ _____ Will you accept donations? _____

I, [Signature], am submitting this fund-raising request before my organization starts raising funds. I understand that I am held responsible for ordering and distributing merchandise and collecting all funds submitting funds to the office, to be deposited in my activity account. With the conclusion of this fund raiser, I will complete this form and return to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

[Signature] 6/20/23
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total Proceeds collected \$ _____

Total Deposited in activity account \$ _____ Total invoice from vendor \$ _____

Expenses incurred for a successful fundraiser \$ _____ (advertising, t-shirts, supplies, etc.)

Total Profit my organization benefitted from this fundraiser \$ _____

I, _____, understand that these ¹²⁶ funds will not be available until this form is completed and returned to the campus office



Service Agreements for Contract Year 2023/2024

As of Tuesday, June 13, 2023, WESTWOOD ISD has selected the following services:

Agreement/Service	Fee	Date Selected	Authorized by
Academic Content Cooperative			
Academic Content Cooperative	\$15615.00	06/07/2023	Wade Stanford
Administrative Leadership Cooperative			
Administrative Leadership Cooperative	\$1750.00	06/07/2023	Wade Stanford
Career and Technical Education Contracted Services			
CTE - Contracted Service	\$5442.00	06/07/2023	Wade Stanford
Digital Learning			
Digital Learning Basic Membership Fee	\$2500.00	06/07/2023	Wade Stanford
Discovery Education Experience	\$4030.00	06/07/2023	Wade Stanford
4 Libraries	\$16000.00	06/07/2023	Wade Stanford
BrainPOP	\$5328.00	06/07/2023	Wade Stanford
BrainPOP ELL	\$157.25	06/07/2023	Wade Stanford
Individual ZOOM Accounts	\$50.00	06/07/2023	Wade Stanford
ESSA Contracted			
Title I, Part A Complete Services Package	\$10082.00	06/07/2023	Wade Stanford
Funding & Accountability and OnDataSuite			
Funding & Accountability	\$2771.00	06/07/2023	Wade Stanford
OnDataSuite Software	\$6380.00	06/07/2023	Wade Stanford
Fine Arts Cooperative			
Fine Arts	\$500.00	06/07/2023	Wade Stanford
Gifted and Talented			
G/T	\$11960.00	06/07/2023	Wade Stanford
Health, Nurses, and PE Cooperative			
Nurses, Health, and PE	\$1233.00	06/07/2023	Wade Stanford
Prime IT			
Prime IT	\$18249.00	06/07/2023	Wade Stanford
Purchasing Cooperative			
Purchasing Cooperative	\$1066.00	06/07/2023	Wade Stanford
Professional School Counselor			
Professional School Counselor	\$1566.00	06/07/2023	Wade Stanford
School Safety and Security Cooperative			
School Safety Cooperative	\$6266.00	06/07/2023	Wade Stanford
Superintendent Support Services			

Agreement/Service	Fee	Date Selected	Authorized by
Superintendent Support Services	\$2500.00	06/07/2023	Wade Stanford
TEKS Resource System			
TEKS Resource System	\$8291.84	06/07/2023	Wade Stanford
TEXGUIDE	\$5000.00	06/07/2023	Wade Stanford
ARP Homeless II SSA			
ARP Homeless II SSA	Call For Pricing*	06/07/2023	Wade Stanford
Bilingual/ESL Title III SSA			
Title III Bilingual/ESL - SSA	Call For Pricing*	06/07/2023	Wade Stanford
TEHCY Homeless - Shared Service			
TEHCY Homeless - SSA	Call For Pricing*	06/07/2023	Wade Stanford
Title I, Part C Migrant Education SSA			
Title I, Part C - Migrant Education Program SSA	Call For Pricing*	06/07/2023	Wade Stanford
Total of selections	126737.09		

* Fee to be determined at a later date and not included in the total of selections.

Purchasing Cooperative Interlocal Agreement

This Interlocal Agreement ("Agreement") is entered into by and between the governmental entities shown below ("Parties") in accordance with the Interlocal Cooperation Act, Texas Govt Code 791.001 et seq. and Texas Education Code 8.002 et seq. for the term beginning September 1, 2023, and continuing through August 31, 2024, subject to the terms, rights and duties stated herein. This Agreement shall automatically renew annually unless either party provides written notice at least thirty (30) days prior to the end of the existing term. Either party may also terminate the Agreement at any time upon providing at least thirty (30) days prior written notice to the other party. The district participation fee will be prorated at the end of the thirty (30) day notice period.

The purpose of the purchasing cooperative is to assist eligible local governmental and educational entities to secure quality services and products at the best value and in the best interest of the taxpayers through a competitive procurement process. The purchasing cooperative establishes a formal process that provides all prospective vendors an opportunity to offer competitive prices and the best value for necessary goods and services to participating entities.

The participating entity may place orders and make payments directly to a vendor, and is responsible for a vendors compliance with any provisions relating to the quality of items, terms of delivery, and any other terms and conditions between the vendor and participating entity. All payments, fees, and disbursements required as a result of participation in the purchasing cooperative shall be made from current revenues available to the paying party. Each party represents that this Agreement has been approved by its governing board at a duly constituted and posted public meeting, and that the persons named below have been duly authorized to execute this Agreement on behalf of the entity shown.

AGREED:

_____ **WESTWOOD ISD**
 Participating Entity

_____ Contact Person/Title

BY: _____
 Superintendent

_____ Date

AGREED:

BY: _____
 Region 7 ESC Executive Director

_____ Date

(Note: Return "original" signed page to Region 7.)

Region 7 Education Service Center
 Attention: Todd Schneider
 1909 North Longview Street
 Kilgore, TX 75662

Resolution

TO THE REGIONAL PURCHASING COOPERATIVE:

WHEREAS, WESTWOOD ISD, pursuant to the authority granted by Article 791.011 Interlocal Cooperation Act as amended desires to participate in described purchasing programs of the Regional Purchasing Cooperative.

WHEREAS, WESTWOOD ISD is of the opinion that participation in these programs will be highly beneficial to the taxpayers of this district through the anticipated savings to be realized;

NOW, THEREFORE BE IT RESOLVED, that the WESTWOOD ISD does request that the Regional Purchasing Cooperative purchasing program include its stated need for all categories on the Regional Purchasing Cooperative Program annual contracts; and that _____ is authorized and directed to sign and deliver all necessary requests and other documents in connection therewith for and on behalf of WESTWOOD ISD.

I certify that the following is a true and correct copy of the resolution duly adopted by WESTWOOD ISD on 6/13/2023, and that the same now appears of record in my office.

President, Board of Trustees

Superintendent

In witness thereof, I have hereunto set my hand and affixed my official seal this _____ day of _____ year of _____.

BY: _____ Notary Public for the State of Texas

(Note: Return "original" signed page to Region 7.)

Region 7 Education Service Center
Attention: Todd Schneider
1909 North Longview Street
Kilgore, TX 75662



Region 10 ESC

Experience the Power of 10[®]

Skyward Student Support Services (2023 - 2024) Westwood ISD



The Education Service Center Skyward Support Service has designed several support packages specifically for School Districts that require additional support from specialized Skyward experts at Region 10. These packages include days of on-site Consulting/Training services, WebEx training, workshops conducted at Region 10, bi-monthly Region 10 User Group Participation, monthly newsletter, email updates and Tier 1 phone support. An additional PEIMS support package can be added for districts outside of the Region 10 ESC boundary.

Note: All services must be scheduled and used prior to August 31, 2024, as contract ends on that date. All unused time is lost (no carry-over).

Skyward Software Only Support Packages

Level 1: Region 10 User Group Participation Only - This includes five R10 User Group meetings that meet bi-monthly to discuss areas of the software that pertain to school districts during certain times of year. These are live broadcasted and recorded for web access. With this package, users will also receive a monthly newsletter and updates from our Listserv.

Level 2: Region 10 User Group and Workshops - This option includes our Level 1 package and at least four workshops during the year. Two workshops will cover Submission 1 and Submission 3 State Reporting topics specific to the Skyward Software and TSDS updates. The other two workshops are determined based on major TEA or Software changes and customer demand. These are live broadcasted and recorded for web access.

Level 3: Region 10 User Group/Workshops/Roundtables - This option includes Level 1 and Level 2 as well as the fall and summer roundtable sessions hosted by Region 10. This allows for districts all over the state to participate in a group discussion on different district procedures and how the software can be best utilized for unique situations.

Level 4: Five training days – This option includes Level 3 services, as well as 5 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. * *Call migration is strongly encouraged.*

Level 5: Ten training days – This option includes Level 3 services, as well as 10 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. * *Call migration is strongly encouraged.*

Level 6: Fifteen training days – This option includes Level 3 services, as well as 15 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. * *Call migration is strongly encouraged.*

Level 7: Twenty training days – This option includes Level 3 services, as well as 20 onsite/WebEx days of training with a Region 10 Skyward trainer on any Skyward modules supported by the ESC. This also includes unlimited phone and/or email support. * *Call migration is strongly encouraged.*

***Tier 1 Support:** The migration of Tier 1 support allows districts to enter in service calls directly from the Skyward Customer Access option or Customer Support website. These calls will be directed to the ESC's call queue for prompt support from Region 10 Skyward staff. There is no fee for this option.

***PEIMS Support:** If your district is interested in purchasing PEIMS Support, please contact Tamara Blue at tamara.blue@region10.org.

Additional Information

A full day is defined as six (6) hours of deliverable Consulting or Training time. A half day is defined as three (3) hours of deliverable services.
Daily Value: Full day - \$1150 / Half day - \$575

Note: All services must be scheduled and used prior to August 31, 2024, as contract ends on that date. All unused time is lost (no carry-over). Days purchased must be scheduled in advance and are subject to staff availability.

ESC Contact:

Tamara Blue

Tamara.Blue@region10.org

972-348-1192

Fees

- \$ 845.00 Level 1: Region 10 User Group Meetings Only
- \$ 2,745.00 Level 2: Region 10 User Group Meetings and Workshops
- \$ 2,865.00 Level 3: Region 10 User Group Meetings/Workshops/Roundtable
- \$ 9,250.50 Level 4: Five Day Onsite Package
- \$15,722.50 Level 5: Ten Day Onsite Package
- \$20,647.50 Level 6: Fifteen Day Onsite Package
- \$28,472.50 Level 7: Twenty Day Onsite Package

*Tier 1 Support

Select this box if your district utilizes Skyward Qmlativ

By signing this contract, the district is committing to contact Skyward by phone or email, to request their Tier 1 support be migrated to the ESC at no additional cost, within 15 days of returning this contract. To opt out of this request:

The district does not choose to allow the ESC to be the Tier 1 support for Skyward service calls.

District Contact (for this program)

Contact Name: Mindy Place

Contact Email: maplace@westwoodisd.net

Signature: MPlace

Date: 4/10/23

TSDS/PEIMS Co-op 2023 - 2024

Westwood ISD



TSDS/PEIMS Co-op package:

Includes phone/email and technical assistance, Region 10 email listserv, all meetings, and workshops, along with all related Region 10 created handouts and updates for TWEDS, ODS Upgrade (Ed-Fi 4.x), PEIMS, Core Collections, Unique ID, Enrollment Tracking, TEAL, TIMS, and TREx.

- ESC will assist the districts with its PEIMS data submission to TEA through TSDS.
- ESC will assist with technical support of all PEIMS/TSDS Core Collections.
- ESC will provide training in all aspects of PEIMS/TSDS Core data collection and submission.
- ESC will present workshops and training sessions concerning PEIMS/TSDS Core Data Collection reporting with an emphasis on new areas of concern.
 - Fall and Summer Basic PEIMS Coordinator Trainings
 - Fall and Summer PEIMS Coordinator Trainings
 - Multiple hands on TSDS PEIMS workshops for PEIMS/TSDS Core Collections
 - Regular Q & A sessions structured for New PEIMS Coordinators throughout the year
 - Regular Q & A sessions for PEIMS Coordinators throughout the year
- ESC will inform the district of crucial areas of scrutiny by TEA.
- ESC will review PEIMS TSDS data error reports to ensure Fatal Free submissions.
- ESC will provide consultation and technical assistance as needed to:
 - Answer questions concerning the Data Standards and the Student Attendance Accounting Handbook
 - Provide guidance through the TSDS process
 - Organize the data submission schedule and procedure
 - Interpret Fatal Errors, Warnings, and Special Warnings
 - Provide solutions in the Enrollment Tracking correction process
 - Clarify various TSDS reports and emphasize their significance
 - Provide training and guidance through the Ed-Fi 4.x process as it is introduced by TEA

Additional Information

*Consulting/audit days may be purchased in conjunction with the 2023-2024 PEIMS contract for a 20% discount. Any days purchased after the fact will be billed at the regular daily rate.

*LEAs who do not purchase the PEIMS Co-op package but require additional assistance will be charged at an hourly rate of **\$150** with a 30-minute minimum. Support will be tracked and billed on a monthly basis.

*LEAs that begin a submission in the PEIMS/Core data mart within 48 hours of the TEA deadline will be charged an hourly rate of **\$150** with a 30-minute minimum for support after 5:00 PM.

Note: All services must be scheduled and used prior to August 31, 2024, as contract ends on that date. All unused time is lost (no carry-over). Days purchased must be scheduled in advance and are subject to staff availability.

ESC Contacts:	Sharron Zirkelbach	sharron.zirkelbach@region10.org	972-348-1258
	Kay Hueston	kay.hueston@region10.org	972-348-1194
	Lisa Wenzel	lisa.wenzel@region10.org	972-348-1286

Fees

- \$3,500.00 – TSDS/PEIMS Co-op
- \$1,000.00 _____ Consulting/Audit Days*

District Contact (for this program)

Contact Name: Mindy Place
Contact Phone: (903) 723-9333
Contact Email: maplace@westwoodisd.net

Contract accepted by: _____

Date: _____

Westwood Information Item Information

Date: July 2023

Subject: Region 10 Support - PEIMS and Skyward Student Support Services

Administrator Responsible: Mindy Place

Summary: PEIMS and Skyward support is sought from Region 10. Read and review the proposed contract agreement.

Administrations' Recommendation: Continue PEIMS Skyward support from Region 10 with the following package:

Level 1: Region 10 Skyward User Group Meetings Only

Tier 1 Skyward Support

PEIMS Support via TSDS/PEIMS Co-op

The total cost of this package requested is \$4,345.00

Board Approval Required **YES** **NO**



Westwood Independent School District
Westwood Primary
2023-2024 Campus Improvement Plan

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Mission Statement

Westwood Primary teachers and staff will work in collaboration with parents and community members to provide rigorous learning opportunities, support, resources, and guidance for all students. It is our mission to ready all students to become productive community members who will give back to the community and the next generation.

Vision

Westwood Primary will strive to provide a safe, child-centered learning environment created in partnership with our families, the school, and the community to enable our students to become lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Primary is a PK-2nd grade Title I campus located in the rural community of Palestine, Texas. This campus is the only early childhood campus in Westwood ISD serving PK-2nd grade students. It was built in 1978 and additions were added in 1979, 1980 and 2011. The reception area is being renovated in the summer of 2023.

Westwood Primary served 363 students for the 2022-2023 school year (increase of 21 students from previous year) in grades Pre-Kindergarten to 2nd grade including one Head Start unit. In the 2021-2022 school year, the campus served 342 students and 347 students in the 2020-2021 school year. The campus ended the 2022-2023 year with a 93.31% attendance rate. For the 2021-2022 school year, the campus had a 92.8% attendance rate and 92.8% in 2020-2021. 141

Our economically disadvantaged student population has increased throughout the last four years according to OnData Suite information. In 2019-2020-73.8%, 2020-2021-76.5%, 2021-2022-78.9%, and 2022-2023 79.8%. Based on data from OnData Suite, the mobility rate at Westwood Primary for the 2022-2023 school year was 17.68% which was a slight increase from the 2021-2022 school year of 16.5% and a decrease from the 2020-2021 school year of 21.7% (based on the 2021-2022 TAPR). Westwood Primary has one LIFE Skills and 1 ECSE classroom. Our ECSE class went from zero enrollment in the 2021-2022 school year to an enrollment of 11 students in the 2022-2023 school year. Westwood Primary serves a diverse population of students and offers supports for English as Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students.

Based on the 2021-2022 TEA Texas Academic Performance Report, our campus Retention Rates are as follows: Kindergarten -1.3%; 1st Grade-0.0%, and 2nd Grade-0.0%. In 2019-2020 the Retention Rates were: Kindergarten-4.4% 1st grade- 1.2%, and 2nd grade- 2.1%. There were no retentions for the 2020-2021 school year.

The average years of experience for our teachers in 2021-2022 is 11 years. About 25% of staff members hold Master's degrees and 1 teacher holds a doctorate. In 2022-2023, we had two male staff members and 29% of our staff representing minority ethnic groups.

Ethnic Distribution 2020-2021		Mobility Rate
African American	24.6%	5.7%
Hispanic	21.6%	3.0%
White	49.1%	11.7%
American Indian	.3%	
Asian	.6%	
Pacific Islander	0%	
Two or more races	3.8%	

Demographics Strengths

Westwood Primary is comprised of a diverse student body. We are continuing to build a culture of transparency, collaboration and progress monitoring to ensure continuous improvement. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teacher the whole child. We strive to nurture students' academic growth and support their social emotional health. We encourage goal setting for all our students and celebrate progress along the way throughout each child's educational journey.

Our retention rate is decreasing.

Our minority staff percentage is increasing.

Our enrollment and attendance rates are increasing.

The mobility rate is going down.

The average years of experience for teachers is 11 years.

We have a strong Child Find program.

We have established a Guiding Coalition made up of staff representing all areas of the Primary Campus. This coalition will continue to guide us as we dive deeper into understanding TEKS and using best practices to prepare our students for the future.

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We place a high priority on hiring great teachers through our district website, Region 7 website, and personal connections. We support every new teacher to Westwood Primary with a mentor, whether or not they are new to teaching. New hires attend 3 days of district-level training in August, and we provide campus-based new teacher training with Instructional Coaches and Lead Mentor Teachers. Mentoring sessions are led by our Superintendent and Assistant Superintendent and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, specifically targeted, job-embedded professional learning. All teachers who are new to Westwood Primary participate in New Teacher Academy at the beginning of the school year.

Reading Academy is essential to all classroom teachers in grades K-2nd and assistant principal and principal at Westwood Primary.

As of end of school year 2023, 12 of 20 classroom teachers have their ESL certification. We strive for a 100% rate of ESL certification among staff. Principal's first year was the 2021-2022 school year.

Westwood Primary is known for growing teachers for promotional positions, (instructional coaches, instructional coordinators, Assistant Principals, etc.). This year the campus administration will focus on supporting new teachers as well as retaining teachers. Westwood Primary Administration will reflect on current practices, provide relevant PD, and assess staff workflow. We continue to give staff leadership opportunities based on their interests and strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Learning outcomes are effected by background knowledge or lack of background knowledge. **Root Cause:** 78.9% of the student body come from economically disadvantaged homes.

Problem Statement 2: The high mobility rate throughout the years has caused gaps in academic progress and has created difficulties in identifying students who may have learning differences. **Root Cause:** High mobility causes inconsistent data-driven instruction. Each move widens the learning gap.

Student Learning

Student Learning Summary

Please see Addendums for data.

Student Learning Strengths

Per 2022-2023 data, Westwood Primary School is showing growth in Reading and Math. Other areas of strength identified by the CNA Committee:

District Vertical Planning Days scheduled in the calendar

Common ELAR curriculum support resources in K-2

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Based on 2022-2023 BAS data, Westwood Primary students have shown growth in reading levels. The percentage of students who meet or exceed reading levels increased in all grade levels K-2nd.

Renaissance Star Reading assessment is for students grades 1-12 or for kindergarten students who have basic reading skills. The content tests knowledge of Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding of Author's Craft, Analyzing Arguments and Evaluating Text. Data from Star Reading at 1st-grade reading growth went from 0.8 to 2.0 grade equivalent, and 2nd grade went from 2.2(MOY) to 2.7 at the end of the year in May 2023.

Renaissance Star Early Literacy test is for PreK-3rd grade students who do not yet read independently or need early literacy skills. The content assessed on this test includes Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, sentence-level Comprehension, Paragraph-Level Comprehension, and Early Numeracy. We looked at this data for overall mean growth of 0.4 to 1.0 grade equivalent.

The number of students assessed in Star Early Literacy at BOY = 119 EOY = 108. The number of students assessed in Star Reading at MOY = 152 EOY = 156.

Renaissance Star Math assessment is for grades 1-12 and kindergarten students who have basic reading and math skills. The content assessed on this test includes Numbers, Operations, Algebra, Geometry, Measurement, Data Analysis, Statistics, and Probability. The data reflects that students in 1st grade went from a grade equivalent on average of 0.9 to 2.0 and in 2nd grade from MOY 2.3 to 2.6. Students in first and second grades started the year higher than in the 2021-2022 school year and ending the 2022-2023 school year higher than they did the previous year.

mCLASS is a TEA-approved universal screener that assesses Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Fluency, and Basic Comprehension. Our Westwood Primary School mClass data shows us that kindergarten percentages went from 37% to 25% in Well Below, 15% to 8% in Below, 12% to 27% in At Benchmark, and 36% to 30% in Above Benchmark. 1st-grade data shows 36% to 26% in Well Below, 23% to 12% in Below, 26% to 31% in At Benchmark, and 15% to 31% Above Benchmark. 2nd-grade data reflects 51% to 29% in Well Below Benchmark, 9% to 13% Below, 26% to 32% in At Benchmark, and 14% up to 26% in Above Benchmark.

The CLI data shows us that our Pre-kindergarten students are growing in reading skills. Our Pre-K students moved proficiency levels as following: Letter Names (30% up to 92%) and Letter Sounds (46% to 96%).

The CLI data shows that our Pre-kindergarten students are growing in math skills. Math Overall Measure shows that 95% of our students are proficient in math, and in Number Recognition we grew from 30% proficient to 78% proficient.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Adopted material is lacking a strong phonics and spelling component. **Root Cause:** The adopted materials do not address phonics and spelling in an effective way. Staff need more training on how to use adopted materials effectively.

Problem Statement 2 (Prioritized): Students with high numbers of absences have learning gaps. **Root Cause:** Parents are not aware of the importance of daily attendance, compulsory attendance requirements, and that the state of Texas require students to be present 90% of the year. Parents do not understand the negative impact on student learning caused by absences.

Problem Statement 3: Given the demand of TEKS, the disparity between students who attend pre-kindergarten and those who do not makes it difficult for teachers to have time to close the gaps in foundational skills for students who start kindergarten without the foundation of pre-kindergarten. **Root Cause:** Lack of parental knowledge of the importance of pre-kindergarten.

Problem Statement 4 (Prioritized): Learning outcomes are effected by background knowledge or lack of background knowledge. **Root Cause:** 78.9% of the student body come from economically disadvantaged homes.

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School Processes & Programs

School Processes & Programs Summary

We implemented Collaboratives once a week with fidelity in 2022-2023. The campus Effective Schools Framework Focus Area #3, Data-driven instruction, was a priority. Data-driven instruction was evidenced by teachers able to disaggregate data and apply it to lessons through differentiation, small group, and lesson adjustments. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and summative student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

We had a school-wide positive behavior incentive program with a “store” where students could earn currency and buy items due to positive behavior. This was our third year to have a Social Emotional Learning class on our rotations schedule for Specials. It is shared with the Library block. Our campus Effective Schools Framework Focus Area #1, a Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations, was a priority this year. All staff and students are taught, practiced, and reinforce/modeled positive behavior expectations with a common language through our campus wide proactive, preventive, and corrective teaching model. This year we continued to use the SEL program of Character Strong as part of our SEL program and guidance counseling program. We also added Character Strong to our morning announcements.

We include teacher teams and appropriate district supervisors in our hiring process in order to recruit highly qualified staff. Our Superintendent meets with each recommended teacher candidate for hiring approval. We strive to hire highly qualified teachers who put students first and adhere to TEKS and research best practices. New Teachers attend Westwood ISD's New Teacher Academy and a mentor is assigned to ensure success in the classroom. Teachers who are new to the profession attend monthly support meetings with district directors over curriculum and instruction.

We provide support and coaching to help teachers grow professionally. This year we had an Instructional Coach for 1/2 school year and a consultant from Solution Tree for the second half of the year. The consultant helped us as we implemented the Solution Tree process of PLC's @ Work by answering the 4 questions of What do we want students to learn? How will we know they learned it? What will we do if they already know it? What will we do if they do not learn it? This helped us use data to more effectively drive our instruction. Staff development is provided through Eduhero, Westwood University, Region Service Center, Campus based PD, and Professional Conferences.

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School Processes & Programs Strengths

This is the third year the Master schedule was designed to include an Intervention block. This reduced our student-to-teacher ratio for small group instruction and enabled our staff to meet the needs of individual students.

Teachers created objective-driven daily plans with common formative assessments aligned to state standards. All teachers created and submitted lesson plans that included clear objectives, opening activities, differentiated paths of instruction to a clearly defined goal, paths that meet specific needs of students with disabilities and English learners, and daily formative assessments. Campus leaders reviewed lesson plans frequently for alignment to standards, the scope and sequence, and the expected level of rigor, and provided teachers with feedback and lesson planning support.

The entire staff participated in a book study over A Framework of Poverty by Ruby Payne. Our theme for this year was Together We Grow. This theme helped drive a culture where student academic, social, and emotional growth was held to a high standard.

According to data sources (mClass, BAS, Ren Star, and Circle CLI) academic achievement is increase over time.

Other strengths identified by CNA Committee:

- Effective hiring process with interview team and superintendent

- Thorough New Hire Training
- SEL specials class has made a significant difference in student behavior.
- Collaborative meetings and RTI meetings to drive instruction
- Campus events such as Kona Ice, Music Programs, Family Engagement Nights, AR reading program, robotics for GT, iRobotics for all students, and Art Exhibit Show
- All teachers are required to complete yearly GT training (work in progress)
- All teachers are required to complete ESL certification (work in progress)
- Teachers are using Solution Tree PLC's @Work to use data to drive instruction and to improve our overall teaching.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: RTI groups are too large for TIER 3, making it difficult to serve them. **Root Cause:** On going problem where TIER 1 and 2 instruction has not been data driven. Over the past 4 years, the adopted curriculum has lacked in phonics/spelling.

Problem Statement 2 (Prioritized): Documentation for behavioral referrals to administration based on intervention data. **Root Cause:** Lack of forms that will give accurate data to administrators.

Perceptions

Perceptions Summary

Westwood Primary prepares all students to be actively engaged in meaningful and relevant work for success in life. We believe that we are service providers to our learners and families. Expectations, values and beliefs are outlined through a character building program that is taught monthly. Classroom environments are structured to promote a conducive setting for learners to complete assignments and interact with others.

Social-emotional learning continued throughout the school year to all learners PreK-2nd Grade during SEL time, through guidance counseling sessions once per 6 weeks, and daily Character Strong announcements.

We maintain communication with our stakeholders via marquee, email, Facebook, Twitter, Parent Square, and our campus website. Campus communication is shared with parents in English and Spanish. The campus is in compliance with Title I Parent Involvement policies such as sharing a School/Parent Family Compact and hosting annual Title I Meetings.

The Title 1 parent survey was sent to parents in the Spring of 2023 in which 34 parents participated. In this survey, over 91.2% of parents answered that they felt welcomed at their child's school. 97.1% expressed that they had been informed of family engagement activities. A campus parent survey was also conducted in the Spring (2023) via Parent Square in which 20 parents participated. In the campus survey parents expressed at greater than 95% that teachers and the principal listened to concerns. 100% of parents answered that their child has had opportunity to learn and that school has established policy and procedures that promote a safe and secure school. According to the Title 1 Survey, 11.8% of parents answered that they were not invited to our Title 1 Annual meeting and 88.2% said they were. While 73.5% answered that they did not attend.

We host Meet the Teacher Night before the start of the school year. We offer a variety of activities and programs to involve parents and the community throughout the school year. Invitations to Parent/ Principal Power Hour, Head Start Meetings, Title 1 Meetings, and other committee invitations are offered to parents during the school year where parents can voice ideas and concerns.

Each month consisted in activities for students and/or parents. In August, we had meet the teacher, District Wide Pep Rally, and Spirit Days. September was our Title 1 Annual Meeting offered during the day and in the evening, HELLO Week, Parent/Principal Power Hour and Dress Like a Superhero! October was fall pictures, field day, lifetouch photos, parent/teacher conferences, breast cancer awareness, Red Ribbon Week for drug awareness, and Parent/Principal Power Hour, and the Big Kahuna fundraiser. In November we had 50 Days of School celebration, GT Showcase, Academic Family Night (close to 500 participants), Parent/Principal Power Hour, and we Honor our Veterans. In December we had dress up days for Christmas, Christmas Music Program where all family members were invited, and Christmas Parties(both parents invited), and Santa Photos. In January we increased our safety and security after a camera was installed at our front entrance doors and we our highest fundraisers took the Big Kahuna Bus Ride. February was Black History Month and our families were invited to participate in a family project. We celebrated 100 days of school, took class photos, and had Valentine's Parties with parents. March was celebrated with Kindness Week Dress Up Days, Family Fun Night(over 400 participants), Read Across America, Book Fair, Pre-K and Kindergarten Early Enrollment, Co-op Field Day for our Special Needs students, Title 1 Annual Spring Meeting/Revising Compacts, Spring Music Program, and Career Day. The month of May brought graduation photos, water day, GT Student Workshop at Region 7, iRobotics Day, Parent/Teacher Conferences, Pre-K to Kindergarten Parent Meeting, Pre-Kindergarten and Kindergarten Graduations, and 1st and 2nd Grade Awards.

We strive to keep all stakeholders in mind as we do our best everyday to give Westwood Primary Students a strong education.

Perceptions Strengths

Our strengths include on-going parent communication, family involvement during both semesters, parents are invited to be involved in school decision making by participating in parent meetings held throughout the school year. Various forms of communication are in place for all stakeholders in English and Spanish.

We recognize students for perfect attendance through incentives and public recognition. Two students received bicycles this year for having perfect attendance without tardies or early

leaves.

The Title 1 parent survey was sent to parents in the Spring of 2023 in which 34 parents participated. In this survey, over 91.2% of parents answered that they felt welcomed at their child's school. 97.1% expressed that they had been informed of family engagement activities. A campus parent survey was also conducted in the Spring (2023) via Parent Square in which 20 parents participated. In the campus survey parents expressed at greater than 95% that teachers and the principal listened to concerns. 100% of parents answered that their child has had opportunity to learn and that school has established policy and procedures that promote a safe and secure school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents perceive that there is a lack of communication concerning school activities. **Root Cause:** Parents are adjusting to an all digital communication platform and need more of a gradual change into an all digital communication methods.

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Priority Problem Statements

Problem Statement 1: Adopted material is lacking a strong phonics and spelling component.

Root Cause 1: The adopted materials do not address phonics and spelling in an effective way. Staff need more training on how to use adopted materials effectively.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students with high numbers of absences have learning gaps.

Root Cause 2: Parents are not aware of the importance of daily attendance, compulsory attendance requirements, and that the state of Texas require students to be present 90% of the year. Parents do not understand the negative impact on student learning caused by absences.

Problem Statement 2 Areas: Student Learning

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Problem Statement 3: Parents perceive that their is a lack of communication concerning school activities.

Root Cause 3: Parents are adjusting to an all digital communication platform and need more of a gradual change into an all digital communication methods.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Learning outcomes are effected by background knowledge or lack of background knowledge.

Root Cause 4: 78.9% of the student body come from economically disadvantaged homes.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Documentation for behavioral referrals to administration based on intervention data.

Root Cause 5: Lack of forms that will give accurate data to administrators.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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Goals

Goal 1: By May 2024, 70% of all students and each student group, including Special Education students tested, will meet established standards on the Texas Essential Knowledge Skills (Per Grade Level)(Readiness Standards and Grade Level Competencies), and meet ARD expectations.

Performance Objective 1: 3 times a year (BOY,MOY, EOY), 80% of all students will pass all portions of the Reading and Math assessments.

High Priority



Evaluation Data Sources: CLI, BAS, Renaissance Star Reading and Math, mclass, and ARD Expectations will be used to progress monitor all students.

Strategy 1 Details	Reviews 152			
<p>Strategy 1: Teachers will use data-driven instruction and planning using TEKS resource in order to ensure standards are being met with the rigor and complexity required to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Students will have opportunity to gain a deeper understanding of expected knowledge and skills.</p> <p>Staff Responsible for Monitoring: Teacers, Campus and District Administration, Instructional Paras</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: During collaborative planning teachers will break down TEKS for the upcoming six weeks to ensure instruction and assessment are addressing the standard in-depth.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a deeper insight into the TEKS and instructional quality will increase.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				153
Strategy 3 Details	Reviews			
<p>Strategy 3: To help build our foundation in reading, we will implement a researched-based supplemental phonics curriculum for K-2nd Grade for Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: Students will have a stronger foundation to build on and therefore show growth in all areas of literacy.</p> <p>Staff Responsible for Monitoring: Teachers, Paras, Admin.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will use a keyboarding program in order to equip our students with skills needed in higher education/job skills.</p> <p>Strategy's Expected Result/Impact: Students will have keyboarding skills that will influence success in technological application which will be beneficial to them in higher education and the work force.</p> <p>Staff Responsible for Monitoring: Computer Teacher, Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p> <p>Funding Sources: Keyboarding Program - 211 Title I, Part A - \$720</p>	Formative			Summative
	Nov	Jan	Mar	June
				154
Strategy 5 Details	Reviews			
<p>Strategy 5: We will promote targeted math instruction through daily spiraling of math standards in K-2nd Grades using a research based program that will close gaps in student learning.</p> <p>Strategy's Expected Result/Impact: Students will be successful in foundational math skills which will result in more student growth.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Math Program - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: We will use a phonics and spelling program that follows the science of reading research.</p> <p>Strategy's Expected Result/Impact: Students will have a stronger foundation in phonological and phonemic awareness, and alphabet knowledge resulting in higher success in fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Highly Qualified Paraprofessionals, Dyslexia Teacher, and Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				155

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Learning outcomes are effected by background knowledge or lack of background knowledge. Root Cause: 78.9% of the student body come from economically disadvantaged homes.</p>
Student Learning
<p>Problem Statement 1: Adopted material is lacking a strong phonics and spelling component. Root Cause: The adopted materials do not address phonics and spelling in an effective way. Staff need more training on how to use adopted materials effectively.</p>
<p>Problem Statement 4: Learning outcomes are effected by background knowledge or lack of background knowledge. Root Cause: 78.9% of the student body come from economically disadvantaged homes.</p>

Goal 2: At Westwood Primary 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Performance Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of instructional paraprofessionals will meet ESSA requirements.

Evaluation Data Sources: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will promote and support paraprofessionals in their pursuit to obtain teaching certification.</p> <p>Strategy's Expected Result/Impact: Students at Westwood Primary will receive quality education from teachers who know them and care about them.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				156
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



Goal 3: Campus Environment

All Students at Westwood Primary will be educated in secure learning environments that are safe and drug free.

Performance Objective 1: By May of 2024, the number of reported incidents and office referrals will be reduced by 2 % as measured by number of discipline referrals and PEIMS data.

Evaluation Data Sources: Discipline Referrals submitted through Google Drive and PEIMS data.

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will be well trained in behavior management strategies, expectations, and consequences at the beginning of the year, as well as follow-up training throughout the year. Targeted support will be given as needed</p> <p>Strategy's Expected Result/Impact: 2% less office referrals will occur.</p> <p>Staff Responsible for Monitoring: Staff, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="text-align: right; margin-right: 10px;">457</div>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Guidelines are clear on what is an office referral and what is handled in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will have high-quality classroom management.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Behavior plans, using Response to Intervention Strategies will be written and implemented as needed to address students who show need.</p> <p>Strategy's Expected Result/Impact: Students will be more supported and fewer office referrals will be written.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Support Staff</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will address students' social/emotional learning through a character based program.</p> <p>Strategy's Expected Result/Impact: Students will be able to identify and manage their own emotions.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative 158
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Positive behavior will be encouraged through Pawsitive Behavior Store, incentives such as , guest readers, positive office referrals, lunch with admin, etc.</p> <p>Strategy's Expected Result/Impact: More positive behavior and fewer office referrals.</p> <p>Staff Responsible for Monitoring: Teachers, Paras, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Documentation for behavioral referrals to administration based on intervention data. **Root Cause:** Lack of forms that will give accurate data to administrators.





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Goal 3: Campus Environment

All Students at Westwood Primary will be educated in secure learning environments that are safe and drug free.

Performance Objective 2: By May of 2024, Westwood Primary School will have completed 100% of all required drills that promote safety.

Evaluation Data Sources: Drill forms will be completed and filed.

Strategy 1 Details	Reviews			
<p>Strategy 1: All drills will be scheduled at the start of the school year. Strategy's Expected Result/Impact: All required drills will be completed in a timely manner and all people will be safe. Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				160
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be trained in expectation for real life emergency situation and will practice through drills. Strategy's Expected Result/Impact: All students and staff will remain safe throughout the school year. Staff Responsible for Monitoring: Admin, Teachers, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Parents and Community will be partners in the education of students at Westwood Primary

Performance Objective 1: By May 2024, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

High Priority

Evaluation Data Sources: Sign-in sheets from various campus base events such as parent/teacher conferences, academic nights, field day, reading nights).

Strategy 1 Details	Reviews			
<p>Strategy 1: Westwood Primary school will provide several different opportunities for parents to participate with their children in academic activities. (Family nights, art show, meet the teacher)</p> <p>Strategy's Expected Result/Impact: Parents will feel welcome and needed as an important part of their child's educational team. This will result in more academic support by parents for their child and promote a strong school/home relationship.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Two mandatory parent-teacher conferences will be held every year, one in the fall and one in the spring.</p> <p>Strategy's Expected Result/Impact: Parents and the school will be partners in the responsibility of educating each child. Parents will be well-informed of their child's progress.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will be given an opportunity to meet with the principal at least 4 times a year to learn about different school opportunities and information such as our Parent and Family Engagement Policy and how to support their child's learning.</p> <p>Strategy's Expected Result/Impact: Parents will be informed and feel empowered to become involved in their child's educational process.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				162
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will be invited to participated in a parent/teacher organization.</p> <p>Strategy's Expected Result/Impact: More parents involvement and parents feeling more welcome at their child's school.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Parents perceive that their is a lack of communication concerning school activities. Root Cause: Parents are adjusting to an all digital communication platform and need more of a gradual change into an all digital communication methods.</p>

Goal 5: All students in Westwood Independent School District will graduate on time or college ready.

Performance Objective 1: By May 2024, a retention rate of less than 1% for all students and all student groups will be maintained with a promotion rate of 99%.

Evaluation Data Sources: Retention rated of less than 1% and a promotion rate of 99%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teir 1 instruction will be given with fidelity and attention given to the TEKS being covered. Strategy's Expected Result/Impact: Students will master grade level TEKS. Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				163
Strategy 2 Details	Reviews			
<p>Strategy 2: Small group targeted instruction will be a focus in every classroom. Strategy's Expected Result/Impact: Gaps will be closed in struggling students, and on/or above grade level students will continue to excel. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Admin</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Panther time will be utilized at K-2nd grade level to target any gaps. Strategy's Expected Result/Impact: Gaps will be closed and student learning will be accelerated. Staff Responsible for Monitoring: Teachers, Paras, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide special days such as dress up for your favorite career and invite community helpers to school day.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to explore career ideas and form positive attitudes towards higher learning.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				164





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Learning outcomes are effected by background knowledge or lack of background knowledge. Root Cause: 78.9% of the student body come from economically disadvantaged homes.</p>
Student Learning
<p>Problem Statement 1: Adopted material is lacking a strong phonics and spelling component. Root Cause: The adopted materials do not address phonics and spelling in an effective way. Staff need more training on how to use adopted materials effectively.</p>
<p>Problem Statement 2: Students with high numbers of absences have learning gaps. Root Cause: Parents are not aware of the importance of daily attendance, compulsory attendance requirements, and that the state of Texas require students to be present 90% of the year. Parents do not understand the negative impact on student learning caused by absences.</p>
<p>Problem Statement 4: Learning outcomes are effected by background knowledge or lack of background knowledge. Root Cause: 78.9% of the student body come from economically disadvantaged homes.</p>

Goal 5: All students in Westwood Independent School District will graduate on time or college ready.

Performance Objective 2: By May of 2024, our attendance will increase by 2%.

Evaluation Data Sources: PEIMS Data, TAPR, On Data Suite

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent information at Open House through multiple means such as flyer, PPT, district website, other social media.</p> <p>Strategy's Expected Result/Impact: Parents will be more informed.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				165
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide student and family incentives such as family movie nights, student parties, 6 weeks, semester, and end of year rewards.</p> <p>Strategy's Expected Result/Impact: Higher attendance rates throughout the school year.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, PEIMS, Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Contact parents according to the district attendance policies.</p> <p>Strategy's Expected Result/Impact: Parents will be more informed of attendance expectations.</p> <p>Staff Responsible for Monitoring: District Attendance Coordinator, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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State Compensatory

Budget for Westwood Primary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

The Prekindergarten program receives SCE funds. The program provides WISD students with a strong academic foundation.

Personnel for Westwood Primary

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<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelia Frederickson	Pre-K Paraprofessional	1
Beth Boger	Pre-K Teacher	1
Cassidee Bruton	Pre-K Teacher	1
Debbie Jenkins	Pre-K Teacher	1
Diana Rodriguez	Pre-K Paraprofessional	1
Ellisa Perry	Paraprofessional	1
Karen Enoch-Whaley	Paraprofessional	1
Mary Espinoza Bates	Pre-K Paraprofessional	1
Patricia Ellis	Pre-K Teacher	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Keyboarding Program		\$720.00
1	1	5	Math Program		\$2,500.00
Sub-Total					\$3,220.00
Budgeted Fund Source Amount					\$248,035.50
+/- Difference					\$244,815.50
255 Title II, Part A, TPTR					
					167
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,600.00
+/- Difference					\$7,600.00
289 Title IV, SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,399.00
+/- Difference					\$2,399.00
Grand Total Budgeted					\$258,034.50
Grand Total Spent					\$3,220.00
+/- Difference					\$254,814.50

Westwood Independent School District
Westwood Junior High
2023-2024 Campus Improvement Plan

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Mission Statement

The staff of Westwood Junior High will work in partnership with families and community members to provide academically and socially enriched opportunities, support, and guidance for all students. It is our continued mission to ready our students to become civically responsible members of the community in the future.

Vision

Westwood Junior High will promote a secure, learner focused environment that works collaboratively with parents, community members and staff in order to prepare future ready students in a positive and engaging educational manner.

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- Goal 1: Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers. 15
- Goal 2: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military. 15
- Goal 3: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body. 19
- Goal 4: Westwood Junior High will promote parent and community engagement through a variety of programs, events and training that will help build a collaborative team of committed partners working together to provide the best in educational opportunities for all of our students. 23
- Goal 5: Westwood Junior High adheres to district protocols and procedures to ensure financial stability and accuracy. 24
- Goal 6: Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors. 25
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Junior High School has a population of 216 students of which 50% are male and 50% are female. The ethnic make up of the school is as follows: African American 23.42%, Hispanic 25.68%, White 45.05% and Two or More Races 5.86%. Westwood Junior High has an Economically Disadvantage population of 76.13%. Other populations include EB 9.46%, 504 8.11%, Special Education 15.32%, Gifted and Talented 5.86%, and At Risk 66.34%. Attendance fluctuated between 94% and 99% throughout the school year. 171

Demographics Strengths

Westwood Junior High strives to meet the needs of its student in all areas. Our ESL students are placed in english classrooms with certified ESL teachers in addition to weekly practice with the SummitK12 program. Special Education students are placed in classroom with daily inclusion support. Students who do not qualify for Special Education and who have other learning disabilities are served through the 504 Program where students again receive instruction in the classroom that is designed to meet their individuals needs. In addition, students who are struggling in Reading and/or Math may be placed into the RTI program where they receive accelerated instruction during our Activity period according to their needs. Advanced core classes are available for our G/T students. Westwood Junior High believes that all students, no matter their academic ability, are to receive the very best instruction available.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The high at-risk junior high population is historically prone to academic and social issues. Students continue to demonstrate inadequate academic growth. **Root Cause:** High number of at-risk populations and limited intervention programs & staffing to support students.

Problem Statement 2 (Prioritized): Limited number of ESL certified staff with few supports within classrooms resulting in ineffective learning opportunities for ESL learners. **Root Cause:** Few teachers are ESL certified and the program lacks consistency in staffing and program alignment from year to year.

Problem Statement 3 (Prioritized): Gifted and Talented program lacks consistency and limited staff have received the proper training to implement the appropriate level of support and rigor for students. **Root Cause:** Few guidelines and protocols in place for assessing students at a higher level of academic rigor and lack of staff training opportunities.

Student Achievement

Student Achievement Summary

Assessment of student growth and progress in the areas of ELAR, Math, Science, and Social Studies and Math are administered with different instruments of assessment and are used to drive the planning and implementation of instruction. The instruments used to collect data were Interim Assessments in Math, Science, Social Studies, and RLA (two times a year); STAAR TTAP assessments in 7th Math and 8th Social Studies (three times a year); TELPAS (once a year); STAR Reading and STAR Math (every six weeks); STAAR ELAR, Math, Science, and Social Studies (once a year).

Student Achievement Strengths

Vertical Planning days are built into the District calendar to allow teachers to collaborate in order to improve alignment. Teachers are also given a planning day each six weeks to assess the results of student data in order to create student lesson plans. Using this method of "Back Design" the TEKS are taught and assessed in the scope and sequence of each six weeks according to state standards. Subject core eachers are also provided a one hour common planning time in order to coordinate instruction and evaluation of the TEKS. Westwood ISD uses the TEKS Resource System as the Curriculum. Some other programs used to enhance instruction are: Renaissance Learning, SummitK12, Reading Horizons, Study Island, Exact Path, Stemsscopes, and Exploros.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Lack of content knowledge by teachers and instructional strategies in place that are negatively impacting student achievement. **Root Cause:** Unstable staff retention and new-to-profession teachers that are limited on mentorship and on-the-job professional development.

Problem Statement 2 (Prioritized): Lack of teachers in specific areas such as special education and core areas are impacting the level of support and intervention that is needed by students. **Root Cause:** Unable to find teachers with certifications in special education and math and English.

Problem Statement 3 (Prioritized): Attendance remains below rates prior to COVID., which directly impacts student learning. **Root Cause:** Lack of consistency in providing student engaging events and activities that encourage student attendance and parent communication.

School Culture and Climate

School Culture and Climate Summary

Westwood Junior High is a small campus made up of 36 staff members consisting of teachers, coaches, paraprofessionals, office personnel, and administrators. We share many staff members with the high school, therefore, much of our staff and students are between the junior high and high school campuses during the school day. The junior high schedule must mirror the high school to be conducive to the shared staff. Collaboration for core subjects is built in to the schedule as much as possible, but not always possible due to the sharing of campuses and the multiple roles that various staff perform. Most of our students come from rural communities outside the small city where our campus is located and are transported by school bus.

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School Culture and Climate Strengths

Westwood Junior High's small staff size makes it easier for everyone to know each other as well as most of the students on campus. Since we share many classes with the high school campus, our students that will attend there the next year are already somewhat familiar with their upcoming campus. Since we share a schedule, the students are also familiar with the bell schedule and general flow of the school day.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Attendance remains below rates prior to COVID., which directly impacts student learning. **Root Cause:** Lack of consistency in providing student engaging events and activities that encourage student attendance and parent communication.

Problem Statement 2: Lack of consistency in staff collaboration causes breakdown in communication and shared vision for the campus. **Root Cause:** A large number of staff members are responsible for other district roles such as transportation workers, coaches or are paras and can't work over their scheduled weekly hours.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Westwood Junior High will strive to hire certified teachers who adhere to the TEKS Standards and best practices. New teachers attend Westwood ISD's New Teacher Academy and a mentor is assigned to each one to ensure success in the classroom. Teachers who are new to the profession attend monthly meetings with the Assistant Superintendent to receive staff development and to ensure continuity in instruction and support in their journey through the Westwood ISD System. The Westwood Junior High campus provides support and coaching to help teachers complete any certification, requirements or support in the classroom. Staff development is provided through Eduhero, Westwood University, Region Service Center, and professional conferences.

Staff Quality, Recruitment, and Retention Strengths

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Westwood Junior High teachers and staff are encouraged to attend staff development and conferences throughout the year in order to meet the needs of their students and improve their skills. Westwood Junior High encourages its teachers and paraprofessionals to seek opportunities to grow professionally. The district awards a monetary retention bonus for all staff that complete first and/or second semesters with the district. The district has also implemented the SLO teacher incentive program to help teachers for their achievements.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A high staffing turn-over rate has resulting in gaps in educational delivery and consistency in quality strategies. **Root Cause:** The campus has a large number of alternative certification teachers that are unable or do not complete the programs.

Problem Statement 2: Due to lack of certified teaching applicants to fill available positions, we hire alt. cert. teachers that are unable or do not complete the certification requirements and are here for one year before leaving. **Root Cause:** Lack of follow through of alt. cert. participants to obtain certification in a timely manner.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Westwood Junior High continues to strive to hire and retain qualified and certified staff; however, there are still many new staff members at the beginning and middle of the school year. Our campus encourages training in the various educational curriculum and technological programs in use. The training of each new employee every year takes much needed time that could be spent on instruction. Our campus has also participated in the new pilot assessment program, STAAR Through-Year-Assessment which has added days to our testing schedule.

Curriculum, Instruction, and Assessment Strengths

Our campus utilizes many instructional and assessment programs helping with instruction and gathering of data. Some of the instructional programs utilized are: TEKS Resource System as the core curriculum, Renaissance Learning, SummitK12, Reading Horizons, Study Island, Exact Path, Stemsco, and Exploros. Some of the assessment programs are: Interim Assessments in Math, Science, Social Studies, and RLA (two times a year); STAAR TTAP assessments in 7th Math and 8th Social Studies (three times a year); TELPAS (once a year); STAR Reading and STAR Math (every six weeks); STAAR ELAR, Math, Science, and Social Studies (once a year).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Inexperienced staff do not have develop an in-depth understanding of the curriculum and how to align the assessment to content. **Root Cause:** Inexperience of staff that do not have the knowledge of content and how to effectively develop high quality assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Westwood Junior High offers a variety of activities and programs to involve parents and the community on a regular basis. Communication is articulated in many ways to inform parents and the community about what is happening at Westwood Junior High. We maintain a website through the district site. We post regularly on our campus Facebook that posts announcements, pictures of different activities that are scheduled and any information that is relevant to parents and the community. The district uses a program called Parent Square that enables staff and parents to message each other instantly. Parents and staff like this form of communication because it keeps them informed and can respond through this app at any time. There are many sporting events as well as academic events that parents are encouraged to attend.

Parent and Community Engagement Strengths

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Westwood Junior High events that involve our parents and/or the community are as follows: Schedule Pickup and Campus Tour, ESL Parent Night, Self Esteem Conference, two Junior National Honor Society Inductions, several annual band concerts, Yearbook Signing, Fall Fest, End of the Year Awards Ceremony, and Homecoming Tailgating. Our students participate in football, volleyball, basketball, cross-country, and track where there are numerous sporting events weekly along with pep rallies during football season. Students of the Month along with their parents are invited to monthly school board meetings to be recognized for their achievements.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There are limited opportunities for staff and parents to work collaboratively to build a common vision for our campus. **Root Cause:** The trainings and events that are promoted by the campus are poorly attended by parents (in the traditional face-to-face format).

School Context and Organization

School Context and Organization Summary

Westwood Junior High consists of four structural buildings that students and staff must travel to and from during the school day as well as having many classes at the high school campus across the street. Our campus is undergoing construction and will continue to for the next couple of years. Due to this construction, movement around campus is somewhat difficult because of the limited number of available entrances and exits.

School Context and Organization Strengths

Even though our campus is somewhat spread out, we have wireless internet access in all buildings. Common core teachers are able to have 7 classrooms grouped together which helps with collaboration during the day. We are looking forward to the many other improvements the new building will provide when finished.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The junior high campus is undergoing construction during the 22-23, 24-25 school year, which is causing some issues with use of facilities and maintaining a consistent learning environment. **Root Cause:** Campus is undergoing major renovations that is impacting school movement, spacing, communication across campus.

Technology

Technology Summary

Westwood Junior High is made great progress in the area of technology. All classrooms have Smart Boards, projectors, and cameras. All of our junior high students have a school issued Chromebook for their educational use. Teachers are encouraged to attend professional conferences and trainings provided by our Educational Region Center to continue to learn to incorporate more technology in the classroom. The district provides Google Suites to all staff and students. The district also employs a technology staff dedicated to helping with all our technology needs.

Technology Strengths

Westwood Junior High teachers are given an opportunity to receive training in all programs used for technology instruction. The district has provided students with individual Chromebooks and teacher with individual laptops making it easy to access all the parts of Google Suites including Google Classroom where teachers and staff post classroom assignments. The district also provides a wireless network making it possible to access research sites and aids in communication.

Problem Statements Identifying Technology Needs

Problem Statement 1: A discrepancy exists in the instructional use and unrelated usage by staff and students. **Root Cause:** Lack of technology focused instruction within classroom curriculum.

Priority Problem Statements

Problem Statement 1: Limited number of ESL certified staff with few supports within classrooms resulting in ineffective learning opportunities for ESL learners.

Root Cause 1: Few teachers are ESL certified and the program lacks consistency in staffing and program alignment from year to year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gifted and Talented program lacks consistency and limited staff have received the proper training to implement the appropriate level of support and rigor for students.

Root Cause 2: Few guidelines and protocols in place for assessing students at a higher level of academic rigor and lack of staff training opportunities.

Problem Statement 2 Areas: Demographics

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Problem Statement 3: Lack of content knowledge by teachers and instructional strategies in place that are negatively impacting student achievement.

Root Cause 3: Unstable staff retention and new-to-profession teachers that are limited on mentorship and on-the-job professional development.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Lack of teachers in specific areas such as special education and core areas are impacting the level of support and intervention that is needed by students.

Root Cause 4: Unable to find teachers with certifications in special education and math and English.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Attendance remains below rates prior to COVID., which directly impacts student learning.

Root Cause 5: Lack of consistency in providing student engaging events and activities that encourage student attendance and parent communication.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate

Problem Statement 6: The high at-risk junior high population is historically prone to academic and social issues. Students continue to demonstrate inadequate academic growth.

Root Cause 6: High number of at-risk populations and limited intervention programs & staffing to support students.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data

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Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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Goals

Goal 1: Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2024, district-wide implementation of character education, social-emotional guidance, and discipline referrals will lead to a decrease of 10% in disciplinary classroom removals.





Evaluation Data Sources: Discipline Referral Data (Skyward, TSDS)

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Goal 2: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

Performance Objective 1: By May 2024, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 10% increase in the "meets" designation.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: 6 week progress monitoring to identify at-risk student & TEK objectives that need to be addressed to meet criteria to advance in Tier identification.</p> <p>Strategy's Expected Result/Impact: Increased number of students being successful in Tier 1 classroom instruction.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				483
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

Performance Objective 2: By May 2024, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 7% increase in the "approaches" designation.





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize progress monitoring through various data points to target instructional strategies and align assessments to curriculum. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
				184
Strategy 2 Details	Reviews			
Strategy 2: Training provided for teachers focusing on using data to meet individual strengths and weaknesses of students. Strategy's Expected Result/Impact: Aligned instructional practices that impact student academic improvement. Staff Responsible for Monitoring: Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

Performance Objective 3: By the end of the 2023-2024 school year, we will have an 20% decrease in students needing and Accelerated Learning Plan.





Evaluation Data Sources: Ren. Learn STAR data, benchmark results, progress monitoring data points, ALP groups

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on analyzing and focusing on TEKS and implement strategies to address each TEK as intended planning for student expectations to be achieved at mastery level. Strategy's Expected Result/Impact: Assessment data indicates students achieving mastery level on TEKS. Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
				185
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training within each department on identifying indicators/qualifiers for each Tier level and conduct BOY, MOY & EOY progress monitoring sessions for teachers to analyze data to classify students for focused intervention groups. Strategy's Expected Result/Impact: Increased student progress on benchmarks, STAAR scores and ALPs. Staff Responsible for Monitoring: Administration, Teachers, IC</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Accelerated Learning Plans with students designated needing additional instructional support through HB4545, monitoring each 6 week period. Strategy's Expected Result/Impact: Student growth in reading and math as prescribed by individual goals. Staff Responsible for Monitoring: Administration, Teachers, IC</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Westwood Junior High will ensure that students receive quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS) in order to ensure that students are continually showing academic growth as well as being thoroughly prepared for college, career, and military.

Performance Objective 4: By May 2024, the overall STAAR scores in each tested subject area for 7th and 8th grade will report a 5% increase in the "masters" designation.

Evaluation Data Sources: STAAR Results





Strategy 1 Details	Reviews			
Strategy 1: Utilize progress monitoring through various data points to target instructional strategies and align assessments to curriculum. Strategy's Expected Result/Impact: Enrichment provided to broad range of students based on data and performance Staff Responsible for Monitoring: Teachers, IC	Formative			Summative
	Nov	Jan	Mar	June
				186
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

Performance Objective 1: We will maintain an 85% retention rate of staff members on campus with the continued support in the areas of mentoring, professional development, opportunities for continued education and advancement into leadership roles.

Evaluation Data Sources: Percent of contracts returned in March and number of staff remaining on campus.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide new staff members with a mentor to assist in all areas their first year in the district or on the junior high campus as applicable.</p> <p>Strategy's Expected Result/Impact: Support and retain staff members.</p> <p>Staff Responsible for Monitoring: Administration, Asst. Superintendent of Leadership and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				187
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for staff to attend training throughout the year, including teacher led training on campus.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of staff in the classroom and in leadership roles. Build teacher capacity.</p> <p>Staff Responsible for Monitoring: Administration, Asst. Superintendent of Leadership and Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue the distribution of bi-annual retention incentives to staff members that are given in December and June.</p> <p>Strategy's Expected Result/Impact: Retaining staff members across the district.</p> <p>Staff Responsible for Monitoring: Administration, Assistant Superintendent of Finance</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: A calendar of scheduled focused professional development will be provided to all staff at the beginning of the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Providing intentionally focused staff development that will directly impact instruction and improve student progress.</p> <p>Staff Responsible for Monitoring: IC</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

Performance Objective 2: Build leadership capacity in all areas across campus to ensure equability of instruction and shared vision for our students, staff and campus.





Evaluation Data Sources: Staff participation numbers in leading training, PLCs, classroom visits, conducting coaching sessions with fellow staff, teacher incentive allotment participation. T-TESS evaluations. Retention numbers.

Strategy 1 Details	Reviews			
Strategy 1: Provide formal and informal opportunities for all instructional staff to engage in leadership practices. Strategy's Expected Result/Impact: Develop leadership capacity and promote content & instructional effectiveness across campus. Staff Responsible for Monitoring: Administrators, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
				189
Strategy 2 Details	Reviews			
Strategy 2: Provide collaboratives weekly, with specific objectives for each 6 week period. Strategy's Expected Result/Impact: Improved instructional practices and staff gaining expertise in their areas. Staff Responsible for Monitoring: Administration, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Westwood Junior High will recruit, support, and retain highly effective educators and administrators that are representative of our student body.

Performance Objective 3: All staff members will attend a minimum of 18 hours of staff development including social and emotional learning, content focused strategies, and equitable instruction across campus.





Evaluation Data Sources: Staff Portfolios, Certificates of Completion, Eduhero Reports, Westwood University Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide all staff members professional development opportunities through Region 7, ACSEC, Westwood University and other avenues as applicable.</p> <p>Strategy's Expected Result/Impact: Increased capacity and effectiveness of staff.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Assistant Superintendent of Leadership and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				190
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff members will participate in ongoing leadership collaboratives that will involve a variety of interactive learning strategies throughout the course of the school year.</p> <p>Strategy's Expected Result/Impact: Build communication among staff and increase awareness of inequality across campus. Develop plan for improved expectations for all students.</p> <p>Staff Responsible for Monitoring: Administration, IC</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Westwood Junior High will promote parent and community engagement through a variety of programs, events and training that will help build a collaborative team of committed partners working together to provide the best in educational opportunities for all of our students.

Performance Objective 1: Westwood Junior High will have a minimum of 3 events scheduled during the 2022-2023 school year that will provide parents and community members the opportunity to participate in campus training, celebrations, and academic exhibits.





Evaluation Data Sources: Campus calendar, district events calendar, sign in sheets, Google Forms.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create schedule prior to the first of the 2022-2023 school year to be shared that includes events for the year and the purpose of each event.</p> <p>Strategy's Expected Result/Impact: Increased events for the campus and community.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				491
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for parents in the area of social emotional learning, including cyber bullying, sexting, self-harming, vaping.</p> <p>Strategy's Expected Result/Impact: Promote the development of students who display strong character and ethical decision making skills.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, District Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Westwood Junior High adheres to district protocols and procedures to ensure financial stability and accuracy.

Performance Objective 1: Periodic reviews of budget expenditures that will ensure stability and continuity of services, supplies and resources throughout the school year.





Evaluation Data Sources: Accurate budget expenditures, with no excessive expenditures

Strategy 1 Details	Reviews			
Strategy 1: Materials inventory kept up-to-date by office personnel. Strategy's Expected Result/Impact: Instructional needs readily available for teaching staff. Staff Responsible for Monitoring: Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
				192
Strategy 2 Details	Reviews			
Strategy 2: Annual review of renewals and expenditures to ensure utilization and relevance to campus goals. Strategy's Expected Result/Impact: Efficiency in expenditures. Staff Responsible for Monitoring: Administration, Administrative Assistant	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

Performance Objective 1: By May 2024 Westwood Junior High will have conducted 100% of safety drills and required training.





Evaluation Data Sources: Documentation files kept by Administrative Assistant

Strategy 1 Details	Reviews			
Strategy 1: Provide training for all staff members at the start of the school year with drill procedures and assigning roles to administrative teams. Strategy's Expected Result/Impact: All staff prepared for drills Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				193
Strategy 2 Details	Reviews			
Strategy 2: Schedule all drills prior to the school year and share with Safety Team in Google Calendar Strategy's Expected Result/Impact: Ensuring that all required drills are preplanned to be completed in alignment with semesters. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

Performance Objective 2: Ensure that all staff are utilizing RAPTOR Emergency System with 80% accuracy.





Evaluation Data Sources: RAPTOR reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide RAPTOR training in the back to school training in August 2023, with practice drills conducted before the end of the month.</p> <p>Strategy's Expected Result/Impact: Knowledgeable and trained staff in the use of RAPTOR and who to contact should the system not work.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				194
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with Safety Team prior to the start of 2022-2023 school year and establish duties for each.</p> <p>Strategy's Expected Result/Impact: Cohesive Safety Team that are prepared to deal with issues or drills that may arise.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

Performance Objective 3: The campus will provide training for all staff and inform parents of the policies and procedures for medical treatment plans, food allergy awareness and treatment, bullying, dating violence, and Stop the Bleed.

Evaluation Data Sources: Eduhero reports. Meeting sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Eduhero courses completed by staff. Strategy's Expected Result/Impact: Increased knowledge of policies and procedures. Staff Responsible for Monitoring: Administration , Nurse, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				195
Strategy 2 Details	Reviews			
Strategy 2: Schedule parent training related to bullying including cyberbullying and sexting. Strategy's Expected Result/Impact: Promote the development of students who display strong character and ethical decision making skills. Staff Responsible for Monitoring: Administration, Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Westwood Junior High will strive to maintain a inviting, safe, and secure facility for the students, staff and visitors.

Performance Objective 4: A safety inspection will take place on campus in both the fall and spring semester of the 2023-2024 school year. This information is shared with the facilities director and kept on file in the campus office.

Evaluation Data Sources: Westwood ISD Safety Inspection Checklist

State Compensatory

Budget for Westwood Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Funds used to purchase Ren. Learn, Exact Path, Study Island subscriptions. Goal #1

Personnel for Westwood Junior High

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<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashleigh Bishop	Instructional Paraprofessional	1
Cody Allen	DAEP Paraprofessional	1
Ronald Berryhill	DAEP Teacher	1

Westwood Independent School District
Westwood High School
2023-2024 Campus Improvement Plan

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Mission Statement

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

At WISD, we believe:

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

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Vision

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

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Priority Problem Statements

Problem Statement 1: LEP and Spec Ed populations continue to score at or below state average on STAAR

Root Cause 1: Early implementation of inclusion model and very few teachers with ESL experience or certification

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Only 19% of 12th graders in the 2021-2022 class graduated TSI complete.

Root Cause 2: Lack of effective TSI prep material to accommodate change in test to TSI2.

Problem Statement 2 Areas: Student Achievement

201

Problem Statement 3: Student disengagement from the school community is impacting social and educational growth.

Root Cause 3: A need for more structured recruitment and purpose in existing organizations and a need for an expanded variety of groups that cater to different interests.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Difficulties in staff recruitment remain an issue at the High School campus.

Root Cause 4: A lack of quality applicants to draw from in certain areas and an inability of new staff/coaches to commit long term to a district or continue to commute.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Inconsistent implementation of district wide instructional practices involving TEKS Resource, Eduphoria, data collection, and appropriate instructional rigor.

Root Cause 5: Need for continuing professional development and accountability.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

202

Student Data: Assessments

- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data

Goals

Goal 1: Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

Performance Objective 1: By May 2024 85% of students taking the English II STAAR test will show growth from the previous English I STAAR results.

High Priority

Evaluation Data Sources: Local Assessments and STAAR data in Eduphoria.

Strategy 1 Details	Reviews 203			
Strategy 1: Adhere to TEKS Resource System and implement effective aligned instruction in the classroom Strategy's Expected Result/Impact: Create assessments and instruction aligned to appropriate State Standards in ELA Staff Responsible for Monitoring: Administration and Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor Strategy's Expected Result/Impact: Steady growth in formal unit assessments Staff Responsible for Monitoring: Administration and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 3) Identify appropriate groupings of students to receive targeted instruction during 3rd Period Strategy's Expected Result/Impact: Measured growth of all groups on Benchmarks and Formal Assessments Staff Responsible for Monitoring: Campus Admin and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Implement researched based instructional strategies through new PD opportunities geared toward English STAAR success Strategy's Expected Result/Impact: Students use new strategies focused on reading and writing skills.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Dist/Campus Admin and Classroom Teachers



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Westwood High School teaches the Texas Essential Knowledge and Skills (TEKS) so that student scores, attendance, completion and graduation rates, and college and career readiness standards exceed state standards

Performance Objective 2: Increase attendance rates to 97% for the 2023-24 school year.





Evaluation Data Sources: PIEMS reports/data

Strategy 1 Details	Reviews			
Strategy 1: PEIMS monitoring to identify students with attendance issues. Strategy's Expected Result/Impact: Prevent students from losing credit and/or Truancy issues/charges Staff Responsible for Monitoring: PEIMS director, Campus Admin, and campus PEIMS director	Formative			Summative
	Nov	Jan	Mar	June
				205
Strategy 2 Details	Reviews			
Strategy 2: Student incentives and awards each six weeks Strategy's Expected Result/Impact: Increase in attendance Staff Responsible for Monitoring: PEIMS and Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Targeted efforts to support student involvement in groups and activities Strategy's Expected Result/Impact: Increased involvement typically means increased attendance Staff Responsible for Monitoring: Campus/District Admin and PIEMS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

Performance Objective 1: Maintain low teacher/staff turnover (20% or below) after a high of over 60% turnover in 2018.





Evaluation Data Sources: Signed Contracts 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit quality educators at local, state, and national online and on-site job fairs. Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level. Staff Responsible for Monitoring: Campus administrators and teachers. TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				206
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide mentor opportunities to train new and/or struggling teachers and administrators. Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level. Staff Responsible for Monitoring: Campus administrators and teachers. TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue as a district to be competitive in compensation schedule with local districts. Strategy's Expected Result/Impact: Reduce turnover due to compensation only Staff Responsible for Monitoring: District Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Westwood High School recruits a highly effective teaching staff that is representative of the Westwood ISD student body and that is able to effectively meet the academic needs of our students as well as serve as positive role models.

Performance Objective 2: Build staff instructional capacity through continued implementation and supervision of district instructional practices that build a teacher support system from admin and peers.





Evaluation Data Sources: T-TESS reports, Get Better Faster model, and staff mentoring programs

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of the Observation Feedback model by Instructional coach and administrators. Strategy's Expected Result/Impact: Provide staff the opportunity to share effective instructional strategies among their peers. Staff Responsible for Monitoring: Campus and district teachers and administrators. TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				207
Strategy 2 Details	Reviews			
<p>Strategy 2: Create and provide a structured PLC model that provides guidance for all departments' planning days. Strategy's Expected Result/Impact: Campus departments provide support of new and veterans teachers. Staff Responsible for Monitoring: Campus and district teachers and administrators. TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program. Strategy's Expected Result/Impact: New teachers will provide quality education to their students. Staff Responsible for Monitoring: Campus and district teachers, administrators, and mentors.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Effectively implement the SLO process district wide and at all subjects. Strategy's Expected Result/Impact: Targeted growth and growth measures Staff Responsible for Monitoring: All admin and instructional staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2024 will see 98% of all seniors with an accountability point.

Performance Objective 1: By May 2024 25% of seniors will be TSI complete.





Evaluation Data Sources: TSI scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to grow course offerings through the Dual Credit Partnership with TVCC and increase 10th grade dual credit enrollment.</p> <p>Strategy's Expected Result/Impact: Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit and 6 hour requirement</p> <p>Staff Responsible for Monitoring: Dist/Campus Admin and HS Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				208
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer TSI testing to all seniors and retest opportunities as a TSI approved testing center</p> <p>Strategy's Expected Result/Impact: Increase total number of students reaching TSI passing standards.</p> <p>Staff Responsible for Monitoring: counselor, campus admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2024 will see 98% of all seniors with an accountability point.

Performance Objective 2: By May 2024 five of the six CTE pathways will establish and maintain community partnerships for field experience and learning opportunities.





Evaluation Data Sources: CTE and TEA pathway guidelines and completion data.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities. Strategy's Expected Result/Impact: Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding Staff Responsible for Monitoring: Campus admin, special programs coordinator, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
				209
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2024 will see 98% of all seniors with an accountability point.

Performance Objective 3: English and Math teachers will align PD and curriculum to better prepare students for the rigor of Dual Credit and AP exams.





Evaluation Data Sources: Dual Credit passing rates as well as AP pass rates.

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre AP/AP teachers will attend new College Board training to receive curriculum and instructional strategies to better prepare and align to AP tests.</p> <p>Strategy's Expected Result/Impact: Raised rigor and passing numbers in AP tests such as World History, Biology, and Calculus</p> <p>Staff Responsible for Monitoring: Campus/Dist Admin, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				210
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Westwood High School supports all student populations and student programs towards CCMR. The graduating class of 2024 will see 98% of all seniors with an accountability point.

Performance Objective 4: By May 2024 the Inclusion Model will continue to progress to help increase Special Ed STAAR scores by 10% in all areas towards the Approaches designation.

Evaluation Data Sources: RTI data, Weekly meetings with Inclusion updates, local assessment scores, STAAR scores.

Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the COOP and Region 7 for inclusion support for teachers in Math and English Strategy's Expected Result/Impact: Create a team teaching model that integrates supports for students in need while maintaining an appropriate level of rigor Staff Responsible for Monitoring: Dist/campus admin, Spec Ed COOP, inclusion and classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				211
Strategy 2 Details	Reviews			
Strategy 2: Math and English Inclusion teachers will be involved in weekly department meetings and planning days. Strategy's Expected Result/Impact: Incremental increases in formal assessments and benchmarks as well as RTI data Staff Responsible for Monitoring: Campus/ Dist Admin, inclusion and classroom teachers in math and English	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Westwood High School will follow district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.





Performance Objective 1: Periodic reviews of overall expenditures to ensure that funds are being properly utilized in appropriate areas.

Evaluation Data Sources: Monthly budget reports.

Goal 4: Westwood High School will follow district guidelines and procedures set forth for monitoring budgets, grant money, and expenses so that resources remain available for proper academic operations.

Performance Objective 2: Staff will receive ongoing training in timely and effective ways to request and obtain funds.





Evaluation Data Sources: Travel requests, Activity Account Disbursements, department budget requests, and grant money requests

Strategy 1 Details	Reviews			
<p>Strategy 1: Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel</p> <p>Strategy's Expected Result/Impact: Timely requests for funds and travel by all staff</p> <p>Staff Responsible for Monitoring: Admin Assistant, campus princ, dist financial advisor, dist C&I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				213
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.

Performance Objective 1: By May 2024 100% of all district and state safety drills will have been completed and documented.





Evaluation Data Sources: State documentation sheets.

Strategy 1 Details	Reviews			
Strategy 1: Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students Strategy's Expected Result/Impact: Create awareness and proficiency in execution of drills Staff Responsible for Monitoring: Asst Principal, Princ, Maintenance Director	Formative			Summative
	Nov	Jan	Mar	June
				214
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Westwood High School will maintain and operate facilities that promote a safe and healthy environment for all students.

Performance Objective 2: By May 2024 there will be a 10% decrease in discipline violations resulting in a loss of class time (DAEP, Suspension, or ISS).

Evaluation Data Sources: Skyward entries and PIEMS data

Strategy 1 Details	Reviews			
Strategy 1: Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers Strategy's Expected Result/Impact: Decrease classroom referrals Staff Responsible for Monitoring: Classroom teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
				215
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Westwood High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Westwood High School

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<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ebony Mickens	Instructional Paraprofessional	1

Westwood Independent School District
Westwood Elementary
2023-2024 Campus Improvement Plan

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Mission Statement

Westwood Elementary Panthers will receive a quality, competitive, innovative education that promotes well-rounded, career-oriented lifelong learners who are intrinsically motivated!

Vision

We build high expectations that are academically and socially driven through positive relationships that share a common goal.

Value Statement

We value parents as children's first and best teachers. We value those who teach, lead, serve, and learn by example. We value empowering students to exceed expectations in an engaging, inspiring, and challenging learning environment. We value building relationships with all stakeholders. We value self-discipline and reflection. We value open and honest communication delivered with kindness and compassion.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood Elementary serves students in grades 3rd-6th of Westwood ISD in Palestine, Texas. The following population counts are based on the 2021-2022 Texas Academic Performance Report (TAPR) released from TEA.

Overall Population Counts:

- Total Students: 384
- Grade 3: 97
- Grade 4: 93
- Grade 5: 100
- Grade 6: 94

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Race and Ethnicity Rate:

- African American: 71 (18.5%)
- Hispanic: 106 (27.6%)
- White: 186 (48.4%)
- American Indian: 2 (0.5%)
- Asian: 3 (0.8%)
- Pacific Islander: 0 (0.0%)
- Two or More Races: 16 (4.2%)

Sub-Populations:

- Economically Disadvantage: 286 (74.5%)
- Non - Educationally Disadvantage: 98 (25.5%)
- ELL: 31 (8.1%)

Demographics Strengths

Staffing allocations are carefully arranged to foster high achievement for students. A top priority is to create class sizes that are at an achievable capacity. All staff members participate in quality professional training to ensure the implementation of instructional programs.

It is noted that the retention rate decreases once students have made the transition from the primary campus after a successful third grade year. Learning gaps show closure rates once students make that transitional year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments. **Root Cause:** Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

Student Learning

Student Learning Summary

Westwood Elementary Spring 2022 STAAR Performance Data

The following represents students that performed At Grade Level or Above.

- Reading 2022: 74% 2021: 52%
- Math 2022: 66% 2021: 55%
- Science 2022: 62% 2021: 46%

During the 2021-2022 school year RTI systems were implemented along with a personalized instruction hour each day. STAR Math and Reading Screeners were measured in BOY, MOY, and EOY intervals to track student progress. Cased on this measurement tool significant growth was recorded throughout the campus; many students showing 2-3 years growth in performance.

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Student Learning Strengths

With the implementation of Panther Academy (personalized instruction) students were able to be grouped with students that are identified needing the same on-level instruction. These groups are designed with a small group teaching model to provide quality support to met the needs of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content. **Root Cause:** Students lack foundational skills needed to master grade level concepts.

School Processes & Programs

School Processes & Programs Summary

Westwood Elementary partners with a variety of companies/programs to assist students and also partners with Anderson County Special Education Co-Op to assist our special education student population. Campus counseling services and related assistance is available. Outside community services include ACCESS and outside counseling, therapist, and psychologist as needed.

Instructional

- TEKS Resource System
- Renaissance Learning
- Istation / TPRI
- Imagine Learning (ESL)

- K12 Summitt (ESL)
- Brain Pop
- Discovery Education
- Edmentum (Study Island, Plato, ESL Reading Smart, Reading Mate)
- Flocabulary
- HARCOURT

-PEARSON

-Fountais and Pinnell

- Lucy Calkins
- Moving with Math
- LLI

-Project Wisdom

-Mentoring Minds Motivation Series (Think UP/IReady)

-Stemscopedia Science

-Mathscopes

Personnel (recruit/support/retain)

- New Teacher Academy (3 days) for all new staff to the district
- Mentor teacher/program for NTP teachers
- Point of Contact for seasoned teachers new to the district
- New to Profession (NTP) Meetings at the central office (monthly) (one hour each)
- Campus and district level coaching and support to complete certifications, requirements, and help in the classroom.
- Eduhero online professional learning (district-wide)

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Administrative

- New Leaders
- New Principals Academy
- N2Learning Assistant Principal Cohort
- Administrative Organizations / Conferences for professional development (TEPSA, TASSP, TASA, TCWSE)

District Processes & Programs Strengths

- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, as a set curriculum.

School Processes & Programs Strengths

Westwood Elementary has implemented TEKS Resource System as a set curriculum. Utilizing the Scope and Sequence with fidelity ensures that all content is taught and scaffolded in a method that increases student performance. The school counselor provides "Words of Wisdom" each morning to students as a method of character development. A personalized instruction hour that provides intervention and extension opportunities is built into the instructional schedule with the intent of providing targeted instructional growth points for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus STAAR Score results were 52% at Approaches Grade Level or Above. **Root Cause:** Lack of intervention systems to support learners in closing achievement gaps.

Perceptions

Perceptions Summary

The staff of Westwood Elementary believe that effective partnerships with all stakeholders is essential to student success. It is imperative to build positive relationships with all. Home visits were implemented during the 2022-2023 school year. The following communication platforms are used:

- Skyward Student Management System
- Twitter
- Facebook
- Instagram
- Call Systems
- ParentSquare
- School Website
- Conferences

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Perceptions Strengths

The focus on building effective partnerships is a priority. Building positive relationships through consistent and transparent communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students lack internal motivation and have become use to the feeling of not being successful. **Root Cause:** Staff lack in understanding circumstances of students from low economic backgrounds.

Priority Problem Statements

Problem Statement 1: Students in grades 3-6 struggle in basic foundational skills which effects student performance on curriculum based measures, benchmarks, and STAAR assessments.

Root Cause 1: Students are struggling due to lack of experiences, exposure, stamina, problem solving, and inferencing skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students show wide gaps in learning and are identified as missing critical foundational skills that prohibit their successful on state mandated grade level content.

Root Cause 2: Students lack foundational skills needed to master grade level concepts.

Problem Statement 2 Areas: Student Learning

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Problem Statement 3: Campus STAAR Score results were 52% at Approaches Grade Level or Above.

Root Cause 3: Lack of intervention systems to support learners in closing achievement gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students lack internal motivation and have become use to the feeling of not being successful.

Root Cause 4: Staff lack in understanding circumstances of students from low economic backgrounds.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices





Goals

Goal 1: Westwood Elementary aspires to develop students who display strong character and are logical, ethical decision makers.

Performance Objective 1: By May 2024, given character education directly correlated to TEC 29.906, a decrease of 10% in discipline referrals will be documented.

Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement character education programs for K-12 such as ESTEEM, DARE, Project Wisdom, etc. to emphasize and promote positive citizenship traits.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselor</p>	Formative			Summative ²²⁹
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop, implement, and evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselor Campus Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The SHAC shall meet on a regular basis to review Coordinated School Health Program and additional health related programs.</p> <p>Staff Responsible for Monitoring: Superintendent Federal/Special Programs Director School nurse(s) SHAC Committee</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Recruit knowledgeable and motivational speakers to provide positive examples to students. Staff Responsible for Monitoring: District Administration Campus Administration Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To increase STAAR performance scores by 10 percentile points in all subject areas.

Performance Objective 1: By May 2024, academic standards will result in a 10% increase in the area of masters grade level on the Texas state assessment.

Evaluation Data Sources: STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards





Strategy 1 Details	Reviews			
<p>Strategy 1: Restructure the instructional schedule to increase student learning time. Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				231
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize a personalized instruction hour, Panther Academy, to provide both intervention and extension opportunities to learners that support their individual learning level. Strategy's Expected Result/Impact: Improved performance by students on assessments data. Staff Responsible for Monitoring: Campus Administration Instructional Coach RTI Coordinator SPED Staff Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement RTI systems that monitor student performance and utilize data to determine instructional plans to close learning gaps Staff Responsible for Monitoring: Campus Administration Instructional Staff RTI Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use Curriculum Based Measurements to track student performance and use data as a guide to instructional design practices. Staff Responsible for Monitoring: Campus Administration Campus Counselor Instructional Staff Campus Leadership Team Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a system of monitoring lesson plans for correct alignment and high levels of rigor that provides quality feedback to maximize student learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To increase STAAR performance scores by 10 percentile points in all subject areas.

Performance Objective 2: By May 2024, teachers will be able to assess for learning by using various formative assessment tools for all students that will result in a 10 increase on progress monitor checks and benchmarks assessments.





Evaluation Data Sources: STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will attend training to learn various methods of how to informally and formally assess their students in order to guide, monitor, and adjust instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Coach Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				233
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Westwood Elementary recruits a highly effective teaching staff with the idea of achieving a staff reflective of the Westwood ISD student body and that serve as role models both inside and outside the classroom.

Performance Objective 1: Westwood Elementary will provide a professional and positive learning environment by recruiting, employing, retaining, supporting, and commending excellent staff.





Evaluation Data Sources: Feedback surveys (new teacher academy, mentor program, and new to profession meeting attendance), certification monitoring, job fair attendance/recruitment data, job advertisement data through specific websites.

Strategy 1 Details	Reviews			
<p>Strategy 1: Survey feedback will be evaluated each six weeks cycle with quality reflective conversations and restructure opportunities as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselor Instructional Staff</p>	Formative			Summative
	Nov	Jan	Mar	June²³⁴
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide orientation and mentoring services for teachers recently hired by the district.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Campus Mentor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize staff members who exemplify a positive role model through attendance, appearance, and professional & interpersonal communication</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration Mentor Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Develop a school environment that is safe, orderly, and positive for all that focuses on student success.

Performance Objective 1: To promote a positive school climate and promote partnerships for students, staff, and community members.

Evaluation Data Sources: Safety Audit
 Discipline Records
 Lesson Plans
 Safety Drill Logs





Strategy 1 Details	Reviews			
Strategy 1: Development of EOP and Reunification Plans Staff Responsible for Monitoring: District Administration Campus Administration Campus Staff District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly safety drills that simulate a variety of possible situations Staff Responsible for Monitoring: District Administration Campus Administration Campus Staff District Safety Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continuation of "Project Wisdom" Year Two implementation to promote character development. Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide team bonding opportunities for faculty and staff that encourage out of school activities amongst one another. Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: By the end of the 2023-2024 school year, 50% of the special education population will show growth of at least one year in mathematics and reading.

Performance Objective 1: Develop and implement personalized instructional plans.

Evaluation Data Sources: LLI Progress Monitoring
 Moving With Math Progress Monitoring
 Diagnostic and Screening Data Platforms
 RTI Monitoring





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an Inclusion/ Co-Teaching Model to emphasize the least restrictive environment for special education students.</p> <p>Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Training sessions that educate professionals on SPED laws and codes.</p> <p>Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use of Campus BLITZ that promotes closing gaps in foundational skills.</p> <p>Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use of a variety of data sets to monitor student goals from IEPs, TEK Mastery, etc. Staff Responsible for Monitoring: District Administration District Special Programs Coordinator Campus Administration Campus Counselor Campus Staff Campus Leadership Team Anderson County SPED Co-Op	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Westwood Elementary Emergent Learners will increase on their TELPAS score ratings by 10 percentile in Listening, Writing, and Speaking areas.

Performance Objective 1: Restructure the instructional schedule to increase student learning time.

Evaluation Data Sources: TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have additional time to work on Imagine Learning and K-1 Summit during their PAATH and Computer classes. There will also be a bilingual paraprofessional to work with them in small groups throughout the week.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student TELPAS scores overall.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Leadership Team Instructional Staff Instructional Coach Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				238
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Westwood Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Westwood Elementary

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<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashlyn Jones	Instructional Paraprofessional	1
Kasie Ardry	Instructional Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brooke Schitoskey	MTSS Interventionist	Intervention	1
Heather Thompson	Computer Lab Paraprofessional	Intervention	1
Jermaine Williams	Instructional Paraprofessional	Intervention	1
Katelynn Hutchens	Instructional Paraprofessional	Intervention	1
Kathy Elton	Interventionist	Intervention	1
Kayla Warren	Instructional Coach	Instruction	1

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12. Future Agenda items request and events
13. **Adjournment**

Texas Government Code Section:

- 551.071 Private consultation with the Board's Attorney.
- 551.072 Discussing purchase, exchange, lease, or value of real property.
- 551.073 Discussing negotiated contracts for prospective gifts or donations.
- 551.074 Discussing personnel or to hear complaints against personnel.
- 551.075 To confer with employees of the school district to receive information or to ask questions.
- 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
- 551.082 Considering discipline of a public school child, or complaint or charge against personnel.
- 551.083 Considering the standards, guidelines, terms, or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
- 551.084 Excluding witnesses from a hearing.

Texas Education Code:

- 39.030(a) To discuss or adopt individual assessment instruments or assessment instrument items.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:

- (a) In the open meeting covered by the notice upon the reconvening of the public meeting; or
- (b) At a subsequent public meeting of the School Board upon notice thereof: as the School Board shall determine.