

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 May 13, 2024, beginning at 5:30 PM in the Westwood Primary
1701 West Point Tap Road
Palestine, TX 75803.

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. **ACTION ITEMS**
 - A. Board to consider and possibly approve the agenda as presented
 - B. Brenda Bing to swear in Districts 1, 4, and 5 uncontested trustee election canceled May 4, 2024
4. **Closed Session**
 - A. Board to acknowledge teacher contracts
 - B. Real Property
 - C. Intruder Detection Audit Findings
5. **Reconvene from Closed Session**
6. **INVOCATION**
7. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
8. **Discussion and possible approval of action arising from closed session**
 - A. Acknowledge teacher contracts
 - B. Possible action on Real Property
 - C. Possible Intruder Detection Audit Findings
9. **Proud Panther for 2024**
10. **Recognition of Students and Faculty**
11. **OPEN FORUM /AUDIENCE PARTICIPATION --Policy BED (Local)**
12. **INFORMATION ITEMS**
 - A. Curriculum Moment

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!



May 2024 Curriculum Moment

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



Westwood University 2024



★ May Sessions: ★

Wednesday, May 22nd

Thursday, May 23rd

★ August Sessions: ★

Thursday, August 1st

Friday, August 2nd



*Reach for
the Stars!*

Westwood University 2024



- ❖ Literacy is embedded within all sessions.
- ❖ Over 30 different sessions based on teacher input during the 4 days.
- ❖ All presenters are directly connected to the work that we do each day.



*Reach for
the Stars!*

*Westwood
University*
2024



**Reach for
the stars.**

Christa McAuliffe

WESTWOOD ISD





Westwood ISD Agenda Item Information

Meeting Date: May 13, 2024

Subject: 2024-2025 Westwood ISD District Improvement Plan–First Read

Administrator Responsible: Dr. Tracie Robinson

Summary:

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff on the improvement of student performance for all student groups, to attain state standards with respect to academic excellence indicators.

Administration’s Recommendation: This is a first read only. It will be brought to the Board to consider for approval during the June 2024 board meeting.

Possible Motion: n/a

Attachments: 2024-2025 Westwood ISD District Improvement Plan

Westwood Independent School District

District Improvement Plan

2024-2025



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Westwood Independent School District

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Mission Statement

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

Vision

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

Core Beliefs

At WISD, we believe:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westwood ISD located in Palestine, Texas has 1,414 students according to the 2022-2023 TAPR . The ethnic distribution of students includes the following: 21.1% African American (298 students), 26.2% Hispanic (381 students), 45.8% White (647 students), 0.7% American Indian (10 students), 0.4% Asian (5 students), and 5.1% as two or more races (75 students.) Of the students enrolled, 48.5% (686 students) are female and 51.5% (728 students) are male.

Based upon the 2022-2023 TAPR, eleven students identified as “homeless” were enrolled in the District. 0.8% of students (11) were identified “immigrant,” 0.2% of students (3) were identified as “migrant,” 74% of students, 0.4% of students (6) were identified as “military connected,” and 51.4% (727) were identified as “at risk.” 74.5% of students (1,053) were identified as “economically disadvantaged,” 25.5% of students (361) were “non-educationally disadvantaged,” 8% of students (113) were served under Section 504, 7.5% of students (106) were identified as Emerging Bilingual/English Learners, 1.9% of students (29) received disciplinary placements, 5.4% of students (77) were identified as students with dyslexia,

and 0.6% of students (8) were in foster care.

Based upon the 2022-2023 TAPR, 7.1% (101 students) received Bilingual/ESL services, 3.8% (54 students) received Gifted and Talented services, and 15.8% (223 students) received Special Education services. Student mobility reported in the 2022-2023 TAPR reflects numbers reported during the 2021-2022 school year. During that time 16.6% (216 students) in the District were mobile. This is a similar percentage to the State percentage (16.8%) during that time. As well, student attrition reported in the 2021-2022 TAPR reflects numbers reported during the 2020-2021 school year. During that time, the attrition rate was 13.7% (128 students) in the District. This is significantly lower than the State average of 18.1%.

There are 106 teachers in the district. According to the 2022-2023 TAPR report 7.9% of teachers are African American, 6.6% of teachers are Hispanic, 83.6% of teachers are white. 25% of teachers are male and 75% of teachers are female. 19.9% of the teachers are beginning teachers which is significantly higher than the state rate of 9.7%

Demographics Strengths

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Several comprehensive strengths were identified in regards to demographics:

- Low drop out rate

- High percentage of graduates

- Implementation of a district wide truancy prevention program

- Through the enrollment procedure, we identify subgroups to make staff aware of student needs

- District has begun a teacher retention process including salary increases and retention bonuses

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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students. **Root Cause:** Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

Problem Statement 2 (Prioritized): Gifted and Talented program is inconsistently implemented across the district. **Root Cause:** Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

Student Learning

Student Learning Summary

STAAR Performance for 2022-2023 indicated the following:

In 2023, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2022, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2023, all grades/ all subjects were at 37% at “meets grade level or above” in Westwood ISD which was a slight decline from 40% in 2022. In 2023, all grades/ all subjects were at 12% at “masters grade level” in Westwood ISD which is a decline from 2022 of 16%.

Even though the STAAR redesign, which included multiple test types, was given in the spring of 2023, student achievement did not decline significantly.

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Student Learning Strengths

Student Academic Strengths:

African American, White, Special Education and EB students showed increases for "all grades all subjects".

African American students from 56% to 59%

White students increased from 75% to 76%

Current Special Education Students increased from 37% to 41%

Current EB students increased from 51% to 53%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The district ELAR/Reading scores (68%) were below Region 7 (77%) and the State (77%) in 2023. **Root Cause:** Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

Problem Statement 2 (Prioritized): 7th grade math scores (32%) were significantly below the region (64%) and state scores (63%) at meets and masters in 2023 **Root Cause:** Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students.

District Processes & Programs

District Processes & Programs Summary

Curriculum & Instruction - WISD continues to focus on the consistent implementation of the district-adopted curriculum with Literacy as the focus for the year. Phonics instruction continues to be a focus as we move into the 2024-25 school year.

Professional learning is imperative to developing and retaining staff. In addition to administrators and teachers, WISD focuses on the development of instructional paraprofessionals as well. The district continually explores pathways to assist paraprofessionals in obtaining their teacher certification. Campus administrators use TTESS data to identify areas of professional learning for teachers. Westwood ISD holds Westwood University each summer to provide staff with an opportunity to engage in professional development that is aligned with the needs of the district. The curriculum department organizes this event; utilizing Westwood staff, Region 7 specialists, and other sources for professional learning covering curriculum and instruction.

Westwood ISD receives federal funding from the Every Student Succeeds Act (ESSA) federal grant to implement federal programs throughout the district. WISD has also received funding from the Rural and Low Income School grant. A brief description of each program and the typical funding amount can be found in the table below.

Federal Grant Description Summary of Historical Expenditures Estimated Funding Amount		
Title I, Part A	consistent with the challenging state academic standards, and improve the quality and effectiveness of teachers, principals, and other school leaders.	coaches, specialists, and paraprofessionals
Improving Basic Programs Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Westwood Primary, Elementary and Junior High receive Title I funds and implement a Schoolwide Program on their campus where all students benefit from Title I programming.		Professional development for teachers and staff Programs and supplies that supplement the basic program Stipends for teachers who serve as mentors to new-to-profession teachers Professional development for teachers, principals, and leadership teams \$500,000 \$80,000
Title II, Part A Supporting Effective Instruction Title II is to increase student achievement	Westwood Independent School District Salaries for instructional	

Federal Grant Description Summary of Historical Expenditures Estimated Funding Amount

Title	Description	Historical Expenditures	Estimated Funding Amount
<p>Title III, Part A</p> <p>English Language Acquisition, Language Enhancement, and Academic Achievement</p>	<p>students attain English proficiency and develop high levels of academic achievement in English. Title III will also assist all English learners meet the same challenging State academic standards that all children are expected to meet.</p>	<p>development, support for educational technology, parental involvement activities and more. The district applies as part of a Signed Service Agreement with Region 7 which will provide services to the district including professional development and training to staff to support them in meeting the needs of students served in our English as a Second Language program.</p>	<p>\$9,000 \$25,000</p>
<p>Title IV, Part A</p> <p>Student Support and Academic Enrichment</p>	<p>The purpose of Title IV is to improve the academic achievement of all students by providing a well-rounded education, improving school conditions for student learning, and improving technology to enhance academic and digital literacy. TEA recommends Title IV, Part A, Subpart 1, federal grant funds be prioritized to implement school safety on campuses, counseling, and mental health programs, addressing ways to integrate health and safety practices into school or athletic programs, disseminating best practices and evaluating program outcomes relating to any LEA activities to promote student safety and violence prevention.</p>	<p>Supplemental resources to support academic achievement and student health and safety</p>	<p>\$40,000</p>
<p>Title V, Part B Subpart 2</p> <p>Rural and Low-Income Schools Program</p> <p>Title III, Part A aims to ensure that English learners (ELs) and immigrant</p>	<p>The purpose of the Rural and Low Income Schools (RLIS) program is to provide financial assistance to rural districts to meet local academic needs. RLIS funds a variety of activities including teacher recruitment and professional</p>	<p>Professional development for staff Carryout activities under other Title programs</p>	

The district must continually review federal programming with all stakeholders to maximize funds to target student achievement. The district would benefit from better

communication of federal programming.

In addition to the aforementioned federal programs, Westwood ISD partners with a variety of companies and programs to support optimal student outcomes.

The District will partner with Region VII as support to development of a district wide special education program. Outside community services include ACCESS and outside counseling, therapists, and psychologists as needed.

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Westwood ISD uses ParentSquare as the main source of communication between the school and parents and guardians. Additionally, emails, phone calls, and parent-teacher conferences are used to communicate with parents. High school student marketing interns assist with communicating positive and important information via social media apps, the school website, and local communication sources such as the Palestine Herald Press. Westwood ISD will grow this marketing program in the 2024-25 school year.

Industry-based certification offerings are reviewed every year by the CTE Director and high school campus. The district continues to see an increase in students obtaining IBCs which has led to increased funding for the CTE program.

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Programs of Study: Animal Science, Applied Agriculture Engineering, Business Management, Carpentry, Healthcare Therapeutic, Law Enforcement, Marketing and Sales, Teaching and Training, and Welding

WISD students have many opportunities to be involved with extracurricular opportunities: Agriculture, Robotics, Spanish Club, Athletics, Band, Science Club,

Gifted and Talented Programs: Pull-out and Full-time Inclusion

Campus counseling services and related assistance is available for all WISD students. Pregnancy-Related Services (PRS) are provided to students as needed.

Teletherapy: WISD continues implementation of TCHAT (state-funded teletherapy) in the 2024-2025 school year.

All students in Pre-Kindergarten through 12th grade are provided with a Chromebook.

District Processes & Programs Strengths

Several comprehensive strengths were identified in regards to instructional programs and processes:

Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, and serves as the curricula across the District. Resources adopted by the District are intended as instructional materials to support the teaching of the TEKS and ELPS.

Campuses implement time periods daily intended for student intervention and/or enrichment.

All campuses and departments have begun or are in the process of refining team/department meetings to collaboratives.

Instructional coaches are placed on each campus for the purpose of supporting teachers by modeling best practices.

All instructional materials have undergone a review for usage, impact, and potential overlap with other programs currently within the District. Resources no longer in use or overlap with another initial instructional resource will be discontinued in order to streamline materials with a coherent instructional program.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally. **Root Cause:** Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

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Problem Statement 2 (Prioritized): Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth. **Root Cause:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

Perceptions

Perceptions Summary

To obtain current perceptions impacting student success across the District, a variety of methods have been used, including Thought Exchange, surveys, and qualitative anecdotal feedback. Through the District Site-Based Committee, members have also shared feedback informing perceptions that currently exist across the District among staff, parents, and students.

Perceptions Strengths

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Several comprehensive strengths were identified in regards to perceptions:

Data obtained throughout the year through surveys and Thought Exchange indicate that students report feeling safe and cared for at school.

Students are becoming increasingly workforce ready as indicated in CTE numbers.

Student involvement and voice in District activities and initiatives is increasing as evidenced by the creation of student Marketing and Communication Interns and junior high and high school student involvement in the Superintendent's Panther Council.

Intentional morale builders are built into the calendar at the district and campus levels.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers feel a lack of support regarding student discipline. **Root Cause:** Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

Problem Statement 2 (Prioritized): Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district.

Root Cause: Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

Priority Problem Statements

Problem Statement 1: Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students.

Root Cause 1: Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

Problem Statement 1 Areas: Demographics

Problem Statement 2: Gifted and Talented program is inconsistently implemented across the district.

Root Cause 2: Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

Problem Statement 2 Areas: Demographics

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Problem Statement 3: The district ELAR/Reading scores (68%) were below Region 7 (77%) and the State (77%) in 2023.

Root Cause 3: Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 7th grade math scores (32%) were significantly below the region (64%) and state scores (63%) at meets and masters in 2023 **Root Cause 4:** Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students. **Problem Statement 4 Areas:** Student Learning

Problem Statement 5: While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally.

Root Cause 5: Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth.

Root Cause 6: Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Teachers feel a lack of support regarding student discipline.

Root Cause 7: Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district.

Root Cause 8: Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media. **Problem**

Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RTI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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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
- Evaluation(s) of professional development implementation and impact
- 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

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By May 2025, 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)

Strategy 1 Details Reviews

Strategy 1: Implement a character program for PK-12 to emphasize and promote positive character traits. **Strategy's Expected Result/Impact:** Positive behavior reinforcement characteristics in students. **Staff Responsible for Monitoring:** District Administration

Campus Administration
Campus counselors
Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Strategy 2: Implement systemic practices across the district that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence. **Strategy's Expected Result/Impact:** Students will have a clear understanding of proper social interactions and well being. **Staff Responsible for Monitoring:** District Administration

Campus Administration
Campus Counselors
Campus Teachers
Formative Summative Nov Jan Mar June

Strategy 3 Details Reviews

Strategy 3: The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs. **Strategy's Expected Result/Impact:** District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year. **Staff Responsible for Monitoring:** District Administration

Federal/Special Programs Director
School nurse(s)
SHAC Committee

Westwood Independent School District
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Strategy 4 Details Reviews

Strategy 4: Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses. **Strategy's Expected Result/Impact:** To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.

Staff Responsible for Monitoring: District Administration

Campus Administration
Campus Counselors

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Strategy 5 Details Reviews

Strategy 5: Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics.

Staff Responsible for Monitoring: District Administration

Campus Administration
Campus Counselors
Teachers

Formative Summative Nov Jan Mar June

Strategy 6 Details Reviews

Strategy 6: Westwood ISD will increase opportunities for student voice pertaining to their district/school culture and impact it has on their learning and personal development through campus ThoughtExchanges and surveys. **Strategy's Expected Result/Impact:** All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD.

Staff Responsible for Monitoring: District Administrators

Campus Administrators
All campus staff

Formative Summative Nov Jan Mar June

Strategy 7 Details Reviews

Strategy 7: Continue utilization of police officers on each campus.

Strategy's Expected Result/Impact: Safer schools with the visibility, positive interactions and community engagement of the officers on each campus.

Staff Responsible for Monitoring: Administrators

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Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 1: By the end of the 2024-2025 school year, 100% of students in each student group will show growth in both the reading and mathematics diagnostic assessments.

High Priority

Evaluation Data Sources: STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report **Strategy 1 Details**

Reviews

Strategy 1: Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.

Strategy's Expected Result/Impact: Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.

Staff Responsible for Monitoring: District Administration

Campus Administration

Instructional Coaches

Classroom Teachers

Formative Summative Nov Jan Mar June

Strategy 2 Details Reviews

Strategy 2: Continue a cohesive district assessment calendar for 2024-2025, including CBA used to monitor student growth and progress.
(curriculum-based assessments), local benchmarks, Benchmark Assessment
BOY/MOY/EOY (MAP/IReady), mClass, and AP, SAT, ACT, TSIA, and any other exams

Strategy's Expected Result/Impact: To create consistency and awareness across the district related to local and state assessments.

Staff Responsible for Monitoring: District Administration
Campus Administration
Instructional Coaches
District Testing Coordinator
Teacher Leaders

Westwood Independent School District
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Strategy 3: Provide ongoing professional development, coaching and feedback to utilize the literacy framework to ensure alignment of literacy instruction

Strategy's Expected Result/Impact: Increased literacy development in students grades PK-12. **Staff Responsible for Monitoring:** District Administration
Campus Administration

Strategy 3 Details Reviews

Instructional Coaches
Classroom Teachers
Instructional Support Staff

Results Driven Accountability
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Strategy 4: Continue MTSS instructional practices to foster growth for all students resulting in academic success in literacy and mathematics.

Strategy's Expected Result/Impact: Students served through intervention programs will show growth on both local and state assessments.

Staff Responsible for Monitoring: District Administration

Strategy 4 Details Reviews

Campus Administration
Instructional Coaches
Campus Counselors
Classroom Teachers
Instructional Support Staff
Formative Summative Nov Jan Mar June

Strategy 5 Details Reviews

Strategy 5: Provide continued professional learning, coaching, and modeling of both instructional strategies including blended learning.

Strategy's Expected Result/Impact: Increased student agency, goal setting, and self-monitoring as students take ownership of their own learning and understand how to use technology as a tool of a scholar. **Staff Responsible for Monitoring:** District

Administration
Campus Administration
Instructional Coaches
Technology Staff
Teachers

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Westwood Independent School District

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Strategy 6 Details Reviews

Strategy 6: Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS and teacher-developed Student Learning Objectives (SLOs).

Strategy's Expected Result/Impact: Ensure quality instruction as shown on T TESS and

data. **Staff Responsible for Monitoring:** District Administration
Campus Administration
Teachers

Formative Summative Nov Jan Mar June

Strategy 7: Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for Emergent Bilingual students. (PBMAS)

Strategy 7 Details Reviews

Staff Responsible for Monitoring: District Administration
Campus Administration
Formative Summative Nov Jan Mar June

Strategy 8: Provide intentional coaching cycles to support teacher growth and development across the district, assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement and learning outcomes.
Strategy's Expected Result/Impact: Growth of students in both reading and mathematics as well as student engagement and learning outcomes as evidenced by formative and summative assessments aligned to TEKS and teacher-developed Student Learning Objectives (SLOs).

Strategy 8 Details Reviews

Staff Responsible for Monitoring: District Administration
Campus Administration
Instructional Coaches
Results Driven Accountability
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Strategy 9: Provide professional learning through the Professional learning communities framework to ensure effective collaboratives for all administrators, teachers, and paraprofessionals.

Strategy 9 Details Reviews

Strategy's Expected Result/Impact: Effective collaboratives that increase rigor in student work based on data
Staff Responsible for Monitoring: District Administration

Campus Administration
Instructional Coaches
Teachers
Formative Summative Nov Jan Mar June



Goal 2: Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

Performance Objective 2: Westwood ISD will implement district wide programs to increase the opportunities for students to meet college, career, and military readiness standards (CCMR).

Evaluation Data Sources: Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Strategy 1 Details Reviews

Strategy 1: Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.

Strategy's Expected Result/Impact: CCMR standards will be implemented in daily teaching and learning. **Staff Responsible for Monitoring:** Campus Administration

Campus Counselors
CTE Coordinator
Teachers

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Strategy 2 Details Reviews

Strategy 2: Maintain Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education. Implement experiences within robotics, coding and technology that fosters creativity, critical thinking, and technical skills,.

Strategy's Expected Result/Impact: Students will understand how to be better prepared for their post-secondary setting.

Staff Responsible for Monitoring: District Administration

CTE Coordinator
Campus Administration
Campus Counselors
Campus Staff

Westwood Independent School District

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Strategy 3: Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (i.e. College application procedures, FASFA application, scholarship opportunities, available industry based certifications, and military careers.

Strategy's Expected Result/Impact: Parents and students will be informed of possible post-secondary opportunities with an increase in participation.

Strategy 3 Details Reviews

Staff Responsible for Monitoring: Campus Administrators

CTE Coordinator

Counselors

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Strategy 4: Host College Week throughout the district. Encourage all students and employees to wear college colors all week.

Strategy's Expected Result/Impact: The district will have a culture of college, career and military awareness and readiness.

Staff Responsible for Monitoring: District Administration

Strategy 4 Details Reviews

Campus Administration

CTE Coordinator

Campus Counselors

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Strategy 5: Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.

Strategy's Expected Result/Impact: Students will be better prepared for college and

Strategy 5 Details Reviews
military. **Staff Responsible for Monitoring:** Campus Administrator
Campus Counselors
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Strategy 6: Continue Dual-Credit partnerships with local colleges/universities.

Strategy's Expected Result/Impact: Students will graduate from high school having already completed several college courses.

Staff Responsible for Monitoring: Campus Administration
Campus Counselors

Strategy 6 Details Reviews

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Strategy 7: Maintain age-appropriate college and career field trips and experiences to enhance student connection to real world opportunities in grades PK-12.

Strategy's Expected Result/Impact: Deeper exposure to college and career opportunities for students. **Staff Responsible for Monitoring:** District Administration

Strategy 7 Details Reviews
Campus Administration
CTE Coordinator
Campus Counselors
Formative Summative Nov Jan Mar June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.

Performance Objective 1: 100% of all students will be taught by highly effective and qualified teachers and 100% of paraprofessionals will be high quality and SBEC certified.

Evaluation Data Sources: Certification data of teachers from SBEC, Equity Plan

Strategy 1 Details Reviews

Strategy 1: Westwood ISD will pay above the state-base for certified teachers to attract quality applicants, and provide stipends to secondary math, science, and Spanish teachers.

Strategy's Expected Result/Impact: Westwood ISD will attract high quality applications by paying above state -base. **Staff Responsible for Monitoring:** Superintendent

District Administration

Payroll Department

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Strategy 2 Details Reviews

Strategy 2: Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.

Strategy's Expected Result/Impact: Staff will use local leave days only when necessary resulting in high staff attendance.

Staff Responsible for Monitoring: Superintendent

Payroll Department

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Strategy 3 Details Reviews

Strategy 3: Recognize staff members who exemplify the Westwood ISD Profile of an Educator and PANTHER Core Values through teacher of the month, teacher of the year program, campus and district employee celebrations. **Strategy's Expected Result/Impact:** Higher staff morale.

Staff Responsible for Monitoring: District Administration

Campus Administration

Campus Action Teams

Westwood Independent School District

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Strategy 4: Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.

Strategy's Expected Result/Impact: Students will pursue an education in teaching and return to Westwood ISD to teach.

Strategy 4 Details Reviews

Staff Responsible for Monitoring: District Administration

Campus Administration

Campus Counselors

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Strategy 5: Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, maintain active website and explore alternative certification programs.

Strategy's Expected Result/Impact: Recruitment of high quality personnel.

Strategy 5 Details Reviews

Staff Responsible for Monitoring: District Administration

Campus Administration

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Strategy 6: Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.

Strategy's Expected Result/Impact: Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.

Staff Responsible for Monitoring: District Administration

Strategy 6 Details Reviews

Campus Administration

Instructional Coaches

Campus Mentor Teachers

Formative Summative Nov Jan Mar June

Strategy 7 Details Reviews

Strategy 7: Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).

Staff Responsible for Monitoring: District Administration
Campus Administration
Campus personnel

Westwood Independent School District
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Strategy 8 Details Reviews

Strategy 8: Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.

Strategy's Expected Result/Impact: To ensure all teaching staff are highly qualified within their teaching field. **Staff Responsible for Monitoring:** District Administration

Human Resource Specialist
Campus Administration
Campus teacher mentors
Formative Summative Nov Jan Mar June

Strategy 9 Details Reviews

Strategy 9: Recognize staff members who exemplify the Westwood ISD Profile of an Educator and PANTHER Core Values through teacher of the month and teacher of the year program.

Strategy's Expected Result/Impact: Recognition of exemplary staff member to model to

others. **Staff Responsible for Monitoring:** District Administration
Campus Administration
Formative Summative Nov Jan Mar June



No Progress



Accomplished

Continue/Modify

Discontinue

Westwood Independent School District

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Goal 4: Westwood ISD will improve all relationships through effective, open, two-way communication with all stakeholders.

Performance Objective 1: Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

Evaluation Data Sources: Parental, staff, and community participation through logs, feedback, and surveys.

Strategy 1 Details Reviews

Strategy 1: Continue to encourage parent and community participation by expanding the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's

website, videos, Facebook, Twitter, and ParentSquare.

Strategy's Expected Result/Impact: Transparent communication with all stakeholders.

Staff Responsible for Monitoring: Superintendent, Technology Director,

Strategy 2: Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.

Strategy's Expected Result/Impact: Model and communicate procedures, positivity, and

Strategy 2 Details Reviews
mentoring of students to community assisting in the absence of teachers.

Staff Responsible for Monitoring: District Administration
Human Resource Specialist

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Strategy 3: Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, virtual meetings, and other opportunities for engagement including a districtwide parent volunteer program. **Strategy's Expected Result/Impact:** Increase in parental engagement.

Staff Responsible for Monitoring: District Administration, Campus Administration
Counselors
Testing Specialist

Strategy 3 Details Reviews

Westwood Independent School District

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Strategy 4: Consistently include parents and community members in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy. **Strategy's Expected**

Strategy 4 Details Reviews
Result/Impact: Parent input and engagement in district/campus processes and procedures.
Staff Responsible for Monitoring: District Administration, Campus Administration
Formative Summative Nov Jan Mar June

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1: Westwood ISD will operate in a fiscally sound manner.

Evaluation Data Sources: Audits and reports

Strategy 1: Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts through public transparency efforts available online and through board meetings.

Strategy's Expected Result/Impact: Maintain transparent and sound communication.

Strategy 1 Details Reviews

Staff Responsible for Monitoring: District Administration

Campus Administration

Formative Summative Nov Jan Mar June

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

Performance Objective 1: Westwood ISD will implement best practices for safe and orderly schools.

Evaluation Data Sources: Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records. **Strategy 1**

Details Reviews

Strategy 1: Engage with the board, staff, and community to continually assess next steps for district buildings. **Strategy's Expected Result/Impact:** Increase student safety and performance.

Staff Responsible for Monitoring: Superintendent
District Administration
Campus Administration
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Strategy 2 Details Reviews

Strategy 2: Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.

Strategy's Expected Result/Impact: 100% of required participants will be CPR/First Aid certified. **Staff Responsible for Monitoring:** District Administration

Campus Administration
Athletic Director
Campus Nurses
Formative Summative Nov Jan Mar June

Strategy 3 Details Reviews

Strategy 3: Ensure each campus has a trained Crisis Prevention Intervention core team.

Strategy's Expected Result/Impact: Proactive safety across the district with 100% trained staff teams. **Staff Responsible for Monitoring:** District Administration

Campus Administration
Director of Maintenance
Campus Nurses

Westwood Independent School District
Formative Summative Nov Jan Mar June

Strategy 4: Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, Red Ribbon activities, digital citizenship and safe internet use.

Strategy's Expected Result/Impact: Bringing awareness to students and staff to ensure

Strategy 5: SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.

Strategy's Expected Result/Impact: Continue a culture of proactive school health and safety awareness across the district.

Strategy 6: Ensure updates for all departmental plans to include:

- Annual Compliance Training through Eduhero
- Annual Table Top Scenario Drills
- Required Campus Drills
- Emergency Management Drills
- Child Abuse Awareness
- Level of implement web-based visitor management and tracking software on all campuses

Strategy 4 Details Reviews
safety post K-12 education. **Staff Responsible for Monitoring:** Campus Administrators
Teachers
Law Enforcement
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Strategy 5 Details Reviews
Staff Responsible for Monitoring: Federal/Special Programs Director
SHAC members
Formative Summative Nov Jan Mar June

Strategy 6 Details Reviews
(i.e. Raptor) - Develop an emergency preparedness plan
- Continue and expand the Guardian Program
- Add surveillance equipment as needed
- Additional outside WiFi access points
- AED placement and training
Strategy's Expected Result/Impact: Preparation in the event of an emergency 100% of staff and students respond appropriately.
Staff Responsible for Monitoring: District and Campus

Administrators
Site Based Decision Making Team
Superintendent
Safety Audit Coordinator
Technology Director
Transportation Director

Westwood Independent School District
Formative Summative Nov Jan Mar June

No Progress Accomplished Continue/Modify Discontinue

- C. Finance Update
- D. Region X Contracted Services - 1st Read



Westwood Information Item Information

Date: May 2024

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 \$4,695.00

Board Approval Required YES NO



13. **ACTION ITEMS**

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

- A. Minutes of Regular Board Meeting April 8, 2024, and Special Board Meeting May 9, 2024

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Regular Meeting

Monday, April 8, 2024 5:30 PM

Westwood Primary, 1701 West Point Tap Road, Palestine, TX 75803

Carolyn Booker: Present

Angela Choate: Present

Jeff Cooper: Present

Mindy Cretsinger: Absent

Sam Estes: Present

Jess Huddleston: Present

Bryan Jones: Present

Others present: Wade Stanford, Brenda Bing, Laura Jones, Nathan Allen, Donald McCoy, Tracie Robinson

1. CALL TO ORDER AND ESTABLISH QUORUM

Discussion: Meeting called to order by President Booker at 5:30.

2. ROLL CALL

Discussion: Bryan Jones - Present

Jeff Cooper - Present

Angela Choate - Present

Carolyn Booker - Present

Samantha Estes - Present

Jess Huddleston - Present

Mindy Cretsinger - Absent

3. Action Items

3.A. Board to consider approval of the agenda as presented

Action(s):

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

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Mindy Cretsinger: Absent

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

4. CLOSED SESSION

Discussion: Meeting taken into closed session by President Booker at 5:32 PM.

4.A. Acknowledge professional contracts

4.B. Possible discussion of real property

Action(s):

Motion to allow the Superintendent to move forward as discussed in closed session on real property. This motion, made by Angela Choate and seconded by Bryan Jones, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Mindy
Cretsinger: Absent

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

4.C. Intruder Detection Audit Findings

4.D. Board to consider and possibly approve Principal at Westwood Primary

5. **Reconvene from Closed Session**

Discussion: Board reconvened to regular meeting at 6 PM. Closed session ended at 5:49 PM.

6. **INVOCATION**

Discussion: Invocation given by Jeff Cooper

7. **PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**

8. **Discussion and Possible Approval of Action Arising from Closed Session**

8.A. Board to consider and possibly approve the Principal of Westwood Primary

Action(s):

Motion to hire Shannon Rodriguez as the Westwood Primary Principal. This motion, made by Jess Huddleston and seconded by Sam Estes, Passed.

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Mindy
Cretsinger: Absent

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

9. **Recognition of Students and Faculty**

Discussion: Coach Tunstall recognized the powerlifting team for their accomplishments this season. Coach Bryant recognized the boys

basketball team for their accomplishments this season. Coach Jenkins was recognized for his efforts in putting together the Dreams Chasers program.

Principals recognized their students and staff of the month:

High School - Teacher - Jessica Puckett
Students - Audrey Calzada, Paxtyn Coker, Nataly Gonzales and Isaiah Zavala
Junior High - Teacher - Debbie Richbourg
Students - Madison Hall and Caroline Currie
Elementary - Teacher-Don Sharp
Students- Laura Hinojos, Kailynn Girard, Miranda Gonzalez ans Santiago Ramariz
Primary - Teacher - Karen Hill
Students - Lorna Agbemetsi, Ari Eke, Macie Ford, and Chelsie Meyer

10. OPEN FORUM AUDIENCE PARTICIPATION - POLICY BED (Local)

Discussion: None

11. INFORMATION ITEMS

11.A. Curriculum Update

Discussion: Dr. Tracie Robinson updated the board on Summer Learning for Westwood and Westwood University for professional development classes. Focus is on literacy in summer learning and Westwood University.

11.B. First read: TEKS Certification

Discussion: Dr. Tracie Robinson gave a First Read of the TEKS Certification and will be approved next month.

11.C. Finance Update

Discussion: Kyle Johnson updated the board on current Refined ADA, actual budget to revised budget comparison and a discussion on deficit budgets and why the district may need to adopt a deficit due to the shortfall in funding from the state.

11.D. Announce Board Training Hours

Discussion: Booker 23
Choate 11
Cooper 15
Cretsinger 3
Estes 16
Huddleston 9
Jones 7

11.E. Bond Update

Discussion: Trey Greer from Fitzpatrick Architects gave a bond update to the board on the construction at the Junior High, Safety and Security on all other 3 campuses, and Phase 3 primarily at the High School and Elementary.

11.F. **Oncor Easement for Power Lines**

Discussion: Mr. Stanford discussed the easement request from Oncor to put up power lines along 79 in front of the high school. Board wants the Superintendent to ask if they can bury the lines.

12. **ACTION ITEMS**

12.A. Board to consider and possibly approve budget amendment

Presenter: Kyle Johnson

Action(s):

Motion to approve budget amendment 24-03 to increase the debt services budget by \$3,500. This motion, made by Sam Estes and seconded by Angela Choate, Passed.

Voting Detail:

Carolyn Booker: Yea
Angela Choate: Yea
Jeff Cooper: Yea
Mindy Cretsinger: Absent
Sam Estes: Yea
Jess Huddleston: Yea
Bryan Jones: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

13. **Board to consider approval of Consent Agenda**

Action(s):

Motion to approve the consent agenda as presented. This motion, made by Jeff Cooper and seconded by Bryan Jones, Passed.

Voting Detail:

Carolyn Booker: Yea
Angela Choate: Yea
Jeff Cooper: Yea
Mindy Cretsinger: Absent
Sam Estes: Yea
Jess Huddleston: Yea
Bryan Jones: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

13.A. Minutes of Regular Board Meeting March 18, 2024, and Special Board Meeting March 26, 2024

13.B. Fundraisers

13.C. Board to certify the Superintendent to the Regional 7 Advisory Committee

14. **ADJOURNMENT**

Discussion: Meeting adjourned at 7:27 PM

Board Secretary

Special Meeting

Thursday, May 9, 2024 5:30 PM
Westwood Administration Office

Carolyn Booker: Present
Angela Choate: Present
Jeff Cooper: Present
Mindy Cretsinger: Present
Sam Estes: Present
Jess Huddleston: Present
Bryan Jones: Present

1. CALL TO ORDER AND ESTABLISH QUORUM

Discussion: Meeting was called to order at 5:30 pm

2. ROLL CALL

3. ACTION ITEMS

3.A. Board to consider and possibly approve the agenda as presented

Action(s):

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

Voting Detail:

Carolyn Booker: Yea

Angela Choate: Yea

Jeff Cooper: Yea

Mindy Cretsinger: Yea

Sam Estes: Yea

Jess Huddleston: Yea

Bryan Jones: Yea

Voting Summary: Yea: 7, Nay: 0

4. INVOCATION

Discussion: Invocation was given by Dr. Carolyn Booker

5. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE

5.A. Closed Session

Discussion: Board went into closed session at 5:34 pm.

5.A.1. 551.071 Consultation with the Board's Attorney

Discussion: John Hardy was in attendance for closed session

5.A.2. Board to return from closed session

6. **PUBLIC COMMENTS**

Discussion: None

7. **Adjournment**

Discussion: The Board adjourned at 7:02 pm.

Board Secretary



WESTWOOD INDEPENDENT SCHOOL DISTRICT
Authorization to Conduct Fund Raising Event

Organization: Class of 2027 Campus: WHS Date submitted 5/2/24

Fundraising Event: Seat Cushion - Westwood Design

Requested fundraising date/dates: Sold @ Westwood events August - until they are sold

Vendor (if applicable) School Spirit Store (online)

Address _____ City/State _____ Telephone _____

List specific items that will be sold: Westwood Panther seat Cushions

Price per item: \$ TBD 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? Prom & Graduation expenses

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, Cassie Huddleston, 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] 5/2/24 _____
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: CLASS of 2027 Campus: WHS Date submitted 5/2/24

Fundraising Event: "Fat Head" Athlete photos

Requested fundraising date/dates: sold online August

Vendor (if applicable) Lonestar Apparel & Design

Address: _____
City/State: Palestine, Tx Telephone: _____

List specific items that will be sold: Athlete photo cut outs for fans

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

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

What will money raised from this fundraiser be used for? Prom and Graduation expenses

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, Cassie Huddleston, 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] 5/2/24 _____
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 ISD Agenda Item –Action

Meeting Date: May 13, 2024

Subject: 2024-2025 Allotment and TEKS Certification Form

Administrator Responsible: Dr. Tracie Robinson,

Summary:

In accordance with Texas Education Code, §31.004, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the Commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, in accordance with 19 Texas Administrative Code (TAC) §66.105, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C). The TEKS Certification 2024-2025 Survey includes a section to allow LEAs to certify they meet this requirement.

Administration's Recommendation:

The administration recommends approving the TEKS Certification for 2024-2025.

Board Approval Required X YES NO

Certification of Provision of Instructional Materials Survey 2024–25

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Survey Pre-Work

2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2024–25 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2024–25 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting;
and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on

March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

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Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year's submission, LEAs may request a copy of their previous year's submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental**

materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

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Certification 2024–25 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Dr. Tracie Robinson

QUESTION 1.1: Your email address

tmrobinson@westwoodisd.net

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

07

QUESTION 2.1: LEA Name and Number

Westwood ISD (001908)

QUESTION 2.2: Superintendent's Name

Wade Stanford

QUESTION 2.3: Superintendent's email address

wstanford@westwoodisd.net

QUESTION 2.4: School board president's or governing body's name

Dr. Carolyn Booker

QUESTION 2.5: School board president's or governing body's email address

cbooker@westwoodisd.net

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

May 13, 2024

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Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

	The full subject resources and scope and sequence are generally consistent across all classrooms	Grades The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between	classrooms/campuses The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full subject resources and scope and sequence at the LEA level
N/A				
QUESTION				

3.1:

Grades

3-5

QUESTION 3.2:

Grades

QUESTION 3.3:

6-8

QUESTION 3.4:

Grades

K-2

9-12

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

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Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K-2 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Reading*

English RLA grades 3-5 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Reading*

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

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Spanish RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Reading

Spanish RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Reading*

English Reading Language Arts 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

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English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Literature*

English Reading Language Arts 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Literature*

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Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

N/A

QUESTION
The full
subject
resources
and scope

and
sequence are
generally
consistent
across all
classrooms
Grades

The full-subject
resources being

utilized are generally
consistent across all
classrooms, but there
is variation in the
scope and sequence
between
classrooms/campuses

The scope and
sequence is generally

consistent across all
classrooms, but there
is variation in which
full-subject resources
are being utilized
between
classrooms/campuses

Do not
manage full subject

resources and scope and

sequence at the LEA level

3.1:

Grades

3-5

QUESTION 3.2:

Grades

QUESTION 3.3:

6-8

QUESTION 3.4:

Grades

K-2

9-12

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

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Mathematics K-5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s)

used: *Stemscopes Math*

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

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Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s)

used: *Grade 6—Stemscopes Math*

Grades 7-8--McGraw Hill - Glencoe Math

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s)

used: *McGraw Hill - Glencoe Math*

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Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

	The full subject resources and scope and sequence are generally consistent across all classrooms	Grades The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between	classrooms/campuses The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full subject resources and scope and sequence at the LEA level
N/A				
QUESTION				

3.1:
QUESTION 3.2:
QUESTION 3.3:
QUESTION 3.4:
K-2

Grades
3-5
Grades
6-8
Grades
9-12

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies K-5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

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Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Savvas My World

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill - Glencoe , Exploros

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Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill - Glencoe , Exploros

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Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

N/A

QUESTION
The full

**subject
resources
and scope
and
sequence are
generally**

**consistent
across all
classrooms
Grades**

**The full-subject
resources being**

**utilized are generally
consistent across all
classrooms, but there
is variation in the
scope and sequence
between**

<p>classrooms/campuses The scope and sequence is generally</p>	<p>consistent across all classrooms, but there is variation in which full-subject resources</p>	<p>are being utilized between classrooms/campuses</p>	<p>Do not manage full subject resources and scope and</p>	<p>sequence at the LEA level</p>
---	--	--	--	---

<p>3.1: QUESTION 3.2: QUESTION 3.3: QUESTION 3.4: K-2 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Grades 3-5 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Grades 6-8 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Grades 9-12 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
--	--

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

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Science K-5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K-5 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Science Texas*

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

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Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s)

used: *HMH Into Science Texas*

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s)

used: *McGraw Hill Science*

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Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the

requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

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Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

Prekindergarten

English Phonics

Spanish Phonics

Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product Interim Diagnostic **Unit/Module** Formatives

Eduphoria DMCA Texas Formative Assessment Resource STAAR Interim
 Other: *Insert here*

Other: *Insert here*

Other: *Insert here*

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district's Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment? Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district's Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

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Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in

compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

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Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education**
- Fine Arts**
- Health**
- Technology Applications**
- English Language Proficiency Standards**
- Languages other than English**

District County Number (6-digit ID):

001908

District Name:

Westwood ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

May 13, 2024

Signature of the Board President and Secretary or Governing Board Officer

Board President Date

Board Secretary

After ratification, please scan THIS SIGNATURE PAGE of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey

15. Board to consider and possibly approve Lead/Teach Learn 360 2024-2025
Professional Service Agreement

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Westwood ISD Agenda Item Information

Meeting Date: May 13, 2024

Subject: Lead Teach Learn 360 2024-2025 Professional Service Agreement

Administrator Responsible: Wade Stanford

Summary: Lead Teach Learn 360 will provide personalized, collaborative, job-embedded, professional learning services to the Westwood ISD administrators and teams of educators serving in leadership and instructional roles to ensure the development, acceleration, and sustainability of an equitable, coherent, data-informed culture of continuous improvement. The learning services will be centered on the district's literacy initiative and consist of six coaching cycles during the 2024-2025 school year. Each cycle will be comprised of two – four coaching sessions.

Administration's Recommendation: Westwood ISD Administration recommends that the Lead Teach Learn 360 2024-2025 Professional Service Agreement be approved as presented.

Possible Motion: I move that we approve the Lead Teach Learn 360 2024-2025 Professional Service Agreement as presented.

Attachments:

Board Approval Required

XYES

NO



Scope of Work for Westwood ISD: 2024 - 2025

About Us

From the boardroom to the student desk, Lead-Teach-Learn-360° provides personalized, collaborative, job-embedded, professional learning services to individuals and teams of educators serving in leadership and instructional roles to ensure the development, acceleration, and sustainability of an equitable, coherent, data-informed culture of continuous improvement. Our services are grounded in current educational research, designed in partnership with each client, aligned to specific goals and strategies in district and campus improvement plans, and have proven to yield results for students.

Description of Services

Superintendent/Executive Cabinet Coaching – Individual and/or team coaching for the superintendent and assistant superintendents to clarify desired outcomes for the work, establish measurable growth targets, assess progress, prepare to act, and strategically plan to engage the district leadership team in six improvement cycles to accelerate the impact of the literacy work across the district.

District Leadership Team Coaching – Westwood ISD’s superintendent, assistant superintendents, directors, campus principals, assistant principals, and instructional coaches form a district-wide professional learning community that engages in six collaborative inquiry cycles to lead an equitable, coherent, data-informed system of continuous improvement. The DLT will study the impact of leadership and instructional practices on equitable outcomes for student learning and well-being across the system and develop a coherent instructional framework that articulates the district’s expectations around culture, climate, curriculum, assessments, and instructional practices. Sessions develop collective expertise across the system as leaders learn from one another’s successes and challenges, determine next steps, and plan to execute commitments at key intervals during the school year.

Site Principal/Admin Team Coaching – Site principals and/or admin teams receive coaching around high-yield practices and leading comprehensive reform efforts. Principals increase capacity in data-literacy by studying state and local indicators, establishing growth targets, and developing expertise in accessing and monitoring essential lead metrics. Principals prepare to lead staff in meaningful data analysis, cultivate a data-informed culture of collaboration, and engage as lead learners in six improvement cycles alongside their site leadership teams (SLTs).

Site Leadership Team Coaching – Site admin and teacher leaders develop capacity to lead systemic improvement efforts from the middle by analyzing multiple measures of student learning and well-being to determine a strategic focus aligned to the district’s literacy framework for improving student learning and performance. The SLT develops growth targets, identifies student success indicators, outlines high-impact, research-based instructional practices, determines site- and district-level supports needed, commits to the evidence they will use to measure impact, and establishes timelines to guide their work. The team prepares to gain input from all staff members and engage teacher collaboratives in frequent improvement cycles throughout the year. The SLT receives coaching throughout the school year to study qualitative and quantitative evidence of student learning and engagement to measure the impact of their actions, determine next steps, and prepare to re-engage all staff in the work.



Workflow, Tentative Schedule, & Cost

LEADING AN EQUITABLE, COHERENT, DATA-INFORMED CULTURE OF CONTINUOUS IMPROVEMENT			
Purpose	Service & Participants	Format	Tentative Schedule
Cycle 1	Superintendent/Executive Cabinet Coaching	2 hours, Virtual	Aug TBD
	District Leadership Team Coaching	1 day, On-site	Aug TBD
	Site Principal/Admin Team Coaching	½ day, On-site (x4 schools)	Aug TBD
	Site Leadership Team Coaching	1 day, On-site (x4 schools)	Aug TBD
Cycle 2	Superintendent/Executive Cabinet Coaching	2 hours, Virtual	Sept TBD
	District Leadership Team Coaching	1 day, On-site	Sept TBD
	Site Principal/Admin Team Coaching	2 hours, Virtual (x4 schools)	Sept TBD
	Site Leadership Team Coaching	1 day, On-site (x4 schools)	Sept TBD
Cycle 3	Superintendent/Executive Cabinet Coaching	2 hours, Virtual	Oct/Nov TBD
	Site Principal/Admin Team Coaching	2 hours, Virtual (x4 schools)	Oct/Nov TBD
Cycle 4	Superintendent/Executive Cabinet Coaching	2 hours, Virtual	Dec/Jan TBD
	District Leadership Team Coaching	1 day, On-site	Dec/Jan TBD
	Site Principal/Admin Team Coaching	½ day, On-site (x4 schools)	Dec/Jan TBD
	Site Leadership Team Coaching	1 day, On-site (x4 schools)	Dec/Jan TBD
Cycle 5	Superintendent/Executive Cabinet Coaching	2 hours, Virtual	Feb TBD
	District Leadership Team Coaching	1 day, On-site	Feb TBD
	Site Principal/Admin Team Coaching	2 hours, Virtual (x4 schools)	Feb TBD
	Site Leadership Team Coaching	1 day, On-site (x4 schools)	Feb TBD
Cycle 6	Superintendent/Executive Cabinet Coaching	2 hours, Virtual	Mar/Apr TBD
	Site Principal/Admin Team Coaching	2 hours, Virtual (x4 schools)	Mar/Apr TBD
Total Cost			\$133,800

Inclusive Cost Structure

LTL360's extraordinary team of expert coaches consistently exceed the expectations of our partnership districts. Service content and coaching approach is personalized for each session to meet the precise needs of each unique school district, its teams, and the individual participants we serve. In addition to the calendared services outlined in the workflow above, frequent, timely communication and brief interim check-ins with district office leaders, site administrators, instructional coaches, and teacher leaders is essential throughout the school year for a strong partnership and considered part of preparation. All preparation costs, participant materials, project management fees, and travel expenses are included in the total cost.

16. **Future agenda item request and events**
17. **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.