

WEST OSO INDEPENDENT SCHOOL DISTRICT

CONRADO GARCIA – SUPERINTENDENT OF SCHOOLS



DISTRICT IMPROVEMENT PLAN 2020-2021 SCHOOL YEAR

*PERSONALIZATION. COLLABORATION. TRUST.
EVERY STUDENT. EVERY HOUR. EVERY DAY.*



WEST OSO INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES



Cella Boyd – Board President
Rose Soto – Board Vice-President
Velma Rodriguez – Board Secretary
Belinda Gonzalez ~ Board Trustee
Liz Gutierrez ~ Board Trustee
Shirley Jordan ~ Board Trustee
Mario Rincon ~ Board Trustee

ADMINISTRATION

Superintendent of Schools
Conrado Garcia

Assistant Superintendent
Business, Finance, and School Operations
David Palacios

Executive Director of Special Education and Student Services
RJ Alvarado

Executive Director of Academics
Kimberly Moore



WEST OSO INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN



VISION:

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

MISSION:

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

WOISD BELIEVES:

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

TABLE OF CONTENTS



Demographics

Comprehensive Needs Assessment Data Sources

Comprehensive Needs Assessment Strengths and Needs

Goal One: WOISD will provide a safe, healthy, and nurturing environment for all.

Goal Two: WOISD will broaden and strengthen connections with families and community to achieve a culture of excellence.

Goal Three: WOISD will implement a dynamic curriculum based on effective teaching and learning practices that are responsive to students' needs.

Goal Four: WOISD will offer advanced coursework, field experiences, and extra-curricular activities in preparation for post-graduation college and career pathways.

Goal Five: WOISD will attract, develop, support, and retain highly qualified staff.

Goal Six: WOISD will generate fiscally and ethically sound decisions that address current and future needs.

Appendix A: Members of District Advisory Team

Appendix B: Supporting Documents

Appendix C: Student Achievement Data

Appendix D: Finance Data

Personnel Funded Through Title I

District Title I Budget

Appendix E: Parent Involvement Survey Data

Appendix F: Parent & Family Engagement Policy

DEMOGRAPHICS



West Oso ISD is located in Corpus Christi, TX. During the 2019-2020 school year, there was a total of 2,087 students enrolled in four campuses. 8.4% of the students are African American. 88.3% of the students are Hispanic. 2.8% of the students are White. 90.7% of the students are economically disadvantaged.

PROGRAM	TOTAL NUMBER OF STUDENTS
Gifted and Talented Students	137
English Learners	163
Bilingual Students	89
ESL Students	54
Economically Disadvantaged Students	1,881
At-Risk Students	1,239
Special Education Students	251
Dyslexia	38

COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

- West Oso ISD has clearly defined Emergency Operations Procedures.
- West Oso ISD has trained both staff and educated student bodies at JH and HS on suicide prevention, sex trafficking, and child abuse.
- West Oso ISD has a School Health Advisory Committee comprised of all stakeholders in the district.
- West Oso ISD has school counseling interns which have provided both individual and family counseling.
- West Oso ISD has developed intensive protocols for student and staff safety for COVID-19.

NEEDS:

- Explore options to provide increased mental health support for staff.
- Team building activities for staff to increase morale and collaboration.
- Continue to host celebrations and recognition activities for staff and students.
- Create systems for reporting incidences of bullying that allow reporter to remain anonymous.

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

STRENGTHS:

- A variety of events are held throughout the year to engage parents in the school community. This year several of the events have been held virtually to provide safe forums during the COVID-19 pandemic. The events that are offered to parents include: Meet the Teacher, Open House, PTO meetings, extracurricular activities for both athletics and academics.
- The district has strong partnerships with businesses, the community, and our local academic institutions. Some of our partnerships include: Fish for Life, TAMU-CC, Del Mar, Upward Bound, Citgo, American Association of University

Women, and Shop with a Cop. During the spring, the district holds a celebration that recognizes the contributions of our partners and shares our current vision for the district's future.

STRENGTHS: (CONTINUED)

- TAMU-CC recently received a grant to provide family services. West Oso will be a recipient of services through the grant. Parents will receive support for FAFSA applications and filing taxes through our partnership with the university.
- Our attendance officer and CIS have worked diligently during the COVID crisis to remain in direct contact with our families. In addition to providing support with attendance, families are given information about student grades, social services, and a myriad of other resources.
- During the 19-20 school year, the district implemented a robocall system to notify parents of information, events, and situations. This year, a new feature of the system includes the ability to text parents (Spanish is also available) messages from the district and campuses. Parents have expressed their gratitude for receiving messages via text.

NEEDS:

- The district parent liaison resigned at the end of the 19-20 school year. The district is in the process of hiring a new person for this role.
- One of the recommendations going forward is to add a designated time in the district calendar for teacher/parent conferences.
- Mental health issues continue to be a concern, especially stemming from the isolation that people have experienced during COVID-19.
- The district has developed a partnership with the TAMU-CC to translate the district materials to Spanish. During the 20-21 school year, the district will be working towards making district materials more accessible to families that speak Spanish.
- Via parent surveys and in-person contact, parents have expressed the desire to learn more about virtual instruction and resources that will help them support their students.

GOAL THREE: WOISD will implement a dynamic curriculum based on effective teaching and learning practices that are responsive student needs.

STRENGTHS:

- Professional Learning Communities (PLCs) at all campuses are analyzing assessment data, and consistently making data based instructional decisions.
- Longitudinal STAAR/EOC data show slow but steady growth in all content areas in the approaches, meets, and masters level of achievement.
- Teacher leaders are facilitating instructionally focused PLCs
- Classroom teachers are receiving support from the Elementary and Secondary Instructional Facilitators as well as district Instructional Technology Coordinator, Special Programs Coordinator, and RLA-English Learners Coordinator.
- Bilingual teachers receive stipends.
- Power Zone meetings led by campus administrators are held every six weeks to review summative EOU data.
- Vertically aligned instructional software to support both face to face and remote learning has been purchased.

NEEDS:

- Teacher need systems for tracking fluency and providing small group instruction for students who are learning virtually as well as teachers who have both face to face as well as virtual students.
- A system where fluency and reading levels are monitored consistently in grades K-12.
- Students and teachers need to be able to have access to instructional materials. With distance learning, there is still a need for all students to have access to wifi and technology.
- Consistent high-quality formative and summative assessments across all levels and content areas.

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

STRENGTHS:

- WOISD is a member of Education to Employment Partners, a THECB recognized Regional P-16 Council. This organization provides annual conferences, Discover Your Direction and Ready for College and Career (R4C2) which helps students explore college and career pathways. Coastal Compass provides support for FAFSA, and financial literacy program.
- STEM programming in grades PreK-12
- The Upward Bound program through TAMUCC supports high school students in becoming college ready as well as support for college applications, FAFSA, and scholarships. They also support college awareness activities through field trips to TAMUCC and virtual field trips to other institutions.
- AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. WOJH and WOHS HS offers AVID elective classes at all levels and both campuses are working towards a school wide AVID program.
- Early College High School program allows students to graduate high school with up to 60 college hours.

NEEDS:

- Enroll more non-ECHS students in dual credit classes.
- Continue to provide information on a variety of career pathways for both college seeking/attending students as well as students who want to choose vocational pathway.
- Increase rigor of Pre-AP courses in order for students to be prepared and successful in their dual credit and AP coursework.
- Increase parent involvement in supporting students for post-secondary plans.
- Find ways to communicate with all parents including parents that speak Spanish only.

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

STRENGTHS:

- WOISD has outside partnerships with colleges and universities
- Curriculum & Instruction team and campuses provide immense support
- WOISD offers Robotics and PLTW
- WOISD provides mentors for first year teachers
- Curriculum & Instruction team and campuses offer the opportunity to observe others
- Strong partnership with CITGO

NEEDS:

- Provide time after school for helping mentees
- Post job openings in other areas like social media, job sites, or hard copies at public libraries
- Obtain more partnerships with other businesses that could offer supplies and/or donations
- Partner with other surrounding universities like TAMUK and UTRGV
- Attend job fairs in nearby major cities
- Collaborate with principals regarding format and number of BTA sessions

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

STRENGTHS:

- West Oso ISD's grade on the Financial Integrity Rating System of Texas (FIRST) increased from a 68 in 2018 to an 86 in 2019. This rating is due to an increase in the district's fund balance.
- Campus and district administrators work collaboratively with business department on developing yearly budget.
- Ongoing training on guidelines for state and federal budgets to ensure that district is fully in compliance.
- Professional development throughout the year is based on identified teachers needs and student performance data.
- Additional support in Curriculum and Instruction department to focus on the needs of Special Populations including English Learners, Special Education students, GT, as well as students in the 504 program.
- Technology purchased during the 2020-2021 school year will enable the district to provide every student with a device.
- Prioritize funding for instructional technology programs
- Recipients of the following STEM related grants:
 - Citgo STEM Innovation Academy
 - For Inspiration and Recognition of Science and Technology (FIRST) Tech Challenge Program Development
 - 2020 Overdeck Family Foundation Scholarship for FIRST Professional Development
 - DELL Grant awarded for 2020/2021 First Lego League Registration
 - Society for the Science and Public STEM Research
 - Verizon PLTW Computer Science
 - Lonestar STEM Academy
 - Texas Association for Minorities in Engineering (TAME) Toolkit and Start-Up
 - Texas Workforce Commission Robotics

NEEDS:

- Consistent methods of monitoring budgets and spending across the district.
- Long range technology plan for maintaining and upgrading teacher and student devices.
- Training for campus secretaries and administrators regarding the various funding sources including allowable and non-allowable expenses.

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

PERFORMANCE OBJECTIVE: All campuses will be in 100% compliance in state and federal guidelines for training and drills.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
COVID-19 protocols as recommended by the CDC and TEA will be followed to ensure the health and safety of all WOISD students and staff.	<ol style="list-style-type: none"> 1. Temperatures will be taken daily. 2. Hand sanitizing stations will be placed in classrooms and throughout each building. 3. Mask wearing at all times (other than eating) will be enforced throughout the district. 4. Students and staff will quarantine as recommended. <p>Fall 2020 COVID 19 plan</p>	<ul style="list-style-type: none"> • Thermometers • Masks • Desk barriers • Plexiglass • Sanitizing supplies and equipment 	<ul style="list-style-type: none"> • Executive Director of Special Programs. • Principals • All staff and students 	<ul style="list-style-type: none"> • Weekly reporting on new COVID cases through the state reporting system. • Throughout the 2020-2021 school year, campus and district leaders will monitor for compliance.
Conflict resolution and character education activities will be implemented during Bear Time (all campuses) and Power Hour (HS) programs resulting in a decrease in discipline.	<ol style="list-style-type: none"> 1. Educator's Handbook will be used to monitor discipline infractions. Campus and district teams will meet quarterly to look for patterns in: time, day, location, types of infractions, consequences. Overall goal is to 	<ul style="list-style-type: none"> • Master schedule • Character Education Curriculum 	<ul style="list-style-type: none"> • Executive Director of Special Programs. • Principals 	<p>Bear Time activities will be implemented beginning in September 2020.</p> <p>Power Hour at the West Oso High School campus will be implemented by October 2020.</p>

	reduce infractions by 7%.			
100% of the WOISD campuses will conduct safety drills according to the following requirements: <ul style="list-style-type: none"> • Nine fire drills. • Four lockdown drills. • Two shelter-in-place drills. • Two active-shooter drills. 	All campuses will have fire drills, lockdown drills, shelter in place drills and at least one Active Shooter Drill during the 2020-2021 school year.	<ul style="list-style-type: none"> • Google docs for documentation. • Written guidelines. • Corpus Christi Police Dept. Training 	<ul style="list-style-type: none"> • Executive Director of Special Programs. • Principals 	All drills will be complete and documented by May 2021
Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
All four campuses as well as the district will plan one celebration for staff and students every six weeks.	Students will be awarded certificates based on attendance, grades, and citizenship. Teachers will be given treats for hard work and dedication.	<ul style="list-style-type: none"> • Local Funds for food and other supplies for the celebrations 	<ul style="list-style-type: none"> • Campus and district administrators. • CIS staff • Counselors 	Every six weeks during the 2020-2021 school year
WOISD junior and high school will be trained in sexual abuse, human trafficking, and child abuse during the 2020-2021 school year.	Attendance logs will be used to verify that all students have received training.	<ul style="list-style-type: none"> • Personnel • Training Materials • Time 	<ul style="list-style-type: none"> • Executive Director • Principals 	WOJH and WOHS students will be trained during the 2020-2021 school year.

WOISD staff will be trained in sexual abuse, human trafficking, and child abuse during the 2020-2021 school year.	During August professional development the Executive Director trained all staff in sexual abuse, human trafficking and child abuse. Sign-in sheets will be used for documentation.	<ul style="list-style-type: none"> • Personnel • Training Materials • Time 	<ul style="list-style-type: none"> • Executive Director • Principals 	WOISD staff trained prior to the beginning of the 2020-2021 school year.
Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
WOISD will train and implement Safety Threat Assessment Teams on each campus during the 2020-2021 school year.	All campus will have trained staff to serve on the Campus Safety Threat Assessment Team and implement behavior threat assessments beginning in October 2020. Sign-in sheets will be used for documentation of compliance.	<ul style="list-style-type: none"> • Personnel • Training Materials • Time 	<ul style="list-style-type: none"> • Executive Director • Principals • Threat Assessment Team Leaders 	WOISD will train and implement the Safety Threat Assessment Teams by October 2020.

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

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

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

PERFORMANCE OBJECTIVE: WOISD will continuously communicate upcoming events and partnerships with families and community to build positive relationships.

All WOISD campuses will provide family engagement opportunities monthly during the 2020-2021 academic school year.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
West Oso ISD will provide monthly Parent Academy events.	<p>A different topic will be showcased each month based on feedback from Parent Surveys</p> <p>District Parent Academy Committee will meet each semester to plan upcoming events.</p> <p>Sign-in sheets will be used for documentation.</p> <p>Evaluations will be conducted using Survey Monkey.</p>	Campus Local Funds and Title I Parent Involvement Funds	<p>Parent & Community Involvement Coordinator</p> <p>District Parent Academy Committee</p>	Every month during the 2020-2021 school year.

WOE and JFK will conduct coffee with the counselor and parent coordinator one time each semester.	Sign-in sheets will be used to document attendance.	Campus Local Funds	Parent & Community Involvement Coordinator Counselors	Fall and Spring
---	---	--------------------	--	-----------------

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
The Business Partner Breakfast will be held in spring of 2021.	Provide an opportunity for the district to be showcased and for community member to create a partnership with WOISD. Sign-in sheets will be used to record attendance.	Presenting Information Wish Tree Food	Parent & Community Involvement Coordinator Principals Directors Superintendent Assistant Superintendents Additional Stakeholders	Spring 2021
Conduct a parent involvement survey at all four campuses.	The survey will be provided at Open House	Parent survey was sent out via Google	Parent & Community Involvement Coordinator	Fall 2020
WOISD campuses will provide community involvement events at least monthly at all four campuses.	Events will include: Veterans Day and Career Day	Parent and Community Volunteers	Parent & Community Involvement Coordinator Administration Identified committee members	TBD

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

ESF ESSENTIAL ACTION: *Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence*

ESF ESSENTIAL ACTION: *Objective-driven daily lesson plans with formative assessments*

TEA PRIORITIES TWO: Build a Foundation of reading and math

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

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

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

PERFORMANCE OBJECTIVES:

1. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 42% by June 2021.
2. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 50% by June 2021.
3. Overall STAAR performance (including grades 3-8 STAAR and high school EOC exams) will increase by 3% in each level (approaches, meets, masters). Students scoring at the approaches level will increase from 72% overall to 75%. Students scoring at the meets level will increase from 39% to 42%. Students scoring at the masters level will increase from 16% to 19%.
4. Special Education STAAR performance (including grades 3-8 STAAR and high school EOC exams) will increase by 5% in each level: Students scoring at the approaches level will increase from 45% overall to 48%. Students scoring at the meets level will increase from 22% to 25%. Students scoring at the master's level will increase from 9% to 12%.
5. EL current and monitored students' STAAR performance (including grades 3-8 STAAR and high school EOC exams) will increase by 3% in each level. Students scoring at the approaches level will increase from 58% overall to 61%. Students scoring

at the meets level will increase from 26% to 29%. Students scoring at the masters level will increase from 10% to 13%.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>All teachers will utilize the Google Classroom platform along with Google Meets as the Learning Management System (LMS) to deliver instruction. Professional development will be provided to support instruction.</p>	<p>Teachers will be monitored through Walk-throughs to ensure that they are using this resource.</p> <p>Lesson plans will also reflect using GC.</p>	<p>Intensive professional development on beginning, intermediate, and advanced Google Suite.</p> <p>\$5,496 for Google Suite access for all teachers and administrators.</p>	<p>IT Department</p> <p>Media specialists</p> <p>Instructional Facilitators</p>	<p>Training will occur during the summer of 2020 with follow up PD as needed during the 2020-2021 school year.</p>
<p>Utilize Achieve 3000 program for students in the EL and Special Education programs in grades 6-12</p> <p>This is a differentiated program that provides initial lexile/reading levels and adjusts text difficulty based on student current performance levels.</p>	<p>Teachers will receive daily and weekly progress reports.</p> <p>Curriculum and Instruction Team will monitor usage.</p>	<p>Title 1: \$7,040</p>	<p>R.LA and EL Coordinator</p> <p>SPED Coordinator</p> <p>Classroom SPED and EL instructors</p> <p>SPED and EL tutors</p>	<p>Program will begin 10-2020 and be utilized throughout the school year.</p>

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Align ELAR curriculum PreK- 12 so that instruction is fully TEKS aligned and taught with the expected depth and rigor.	Beginning of Year assessments Formative assessments including fluency checks End of Unit assessments Benchmarks STAAR-EOC exams	EMAT- \$300,000 for the Pearson and McGraw Hill materials. \$8616 for Study Island Title I- Supplemental Materials \$29,040 for Renaissance Learning (AR, STAR, Myon) \$6,800 Reading A-Z	Executive Director of Academics R/LA and EL Coordinator Elementary and Secondary Instructional Facilitators R/LA teachers in grades PreK- 12 R/LA tutors	During the 2019-2020 school year, K-8 curriculum was purchased and implemented. During the 2020-2021 school year, 9- 12 curriculum was purchased and implemented. During the 2021-2022 school year, PreK materials will be purchased and implemented.
Utilize TEKS aligned web based instructional materials to deliver asynchronous and synchronous remote learning to students grades PreK- 12.	Beginning of Year assessments Formative assessments End of Unit assessments Benchmarks STAAR-EOC exams	EMAT- Nearpod- \$7,800 Learning Farm- \$2,249 App Wizer- \$2,998.50	District and campus administrators Classroom teachers Paraprofessionals	Throughout the 2020-2021 school year

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
All campus and district administrators will engage in a book study, <i>The Leader in Me</i> .	Sign-in sheets Administrator reflection Implementation of key principles	Title II- Books cost \$330	District C&I administrators Campus principals and assistant principals Counselors	1/2021-5/2021
Administrators will participate in 60 hour Reading Academy mandated by HB3 for the purpose of gaining and applying knowledge of the most current research on the Science of Teaching Reading.	Eight administrators will complete their modules and receive passing scores on all graded assignments.	Early Childhood Allotment- \$400 per person x 8= \$3,200	Executive Director of Academics R/LA and EL Coordinator SPED Coordinator Elementary Instructional Facilitator Principals K-3 Assistant Principals K-3	Reading Academy must be completed by 6-2021.

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

TEA PRIORITIES THREE: Connect high school to career and college

PERFORMANCE OBJECTIVE:

1. The percentage of graduates that meet the criteria for CCMR will increase from 71% to 73% by August 2021.
2. The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 30% to 35% by August 2021. These students will meet TSI requirements and enroll in college.
3. The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from 5% to 8% by August 2021. These students will earn an Industry Based Certification and meet TSI requirements.
4. The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from 4% to 6% by August 2021. These students will earn qualifying scores on the ASVAB exam and enlist in the military.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<ol style="list-style-type: none"> 1. Career days at all campuses. 2. Guest speakers throughout the year. 3. Expand work and internship experiences. 4. Job shadowing 5. AVID implemented in secondary campuses (6-12) 6. STEM Education 7. STEM Academy at JH 	<ol style="list-style-type: none"> 1. Sign in sheets for Career Days 2. Teacher, student, and presenter evaluations. 3. At least 6 students will participate in the Emerging Professionals program. 	<ol style="list-style-type: none"> 1. Local Monies to feed guest speakers for Career Day. 2. Junior Achievement 3. Go Center Mentors 4. Emerging Professionals 5. Staff and Administration trained in AVID strategies. Local funds-\$27,325 for training, supplies, travel 6. CITGO Grant: \$58,000 for PLTW curriculum, training, robotics competitions, 	CTE Department Counselors Campus Principal Campus Administrators Robin Ritchey-Roy- Emerging Professionals	December 4, 2020- CTE Showcase for 8 th graders. February 4, 2021- Career Day for 8 th -12 th graders March 5 th - JFK STEM Career Day Guest speakers will visit AVID, Investigating Careers classes throughout the 2020-2021 year.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>100% of West Oso ISD graduates will have post-secondary college, career and/or military plan.</p> <p>Keys to Your Future- Coastal Compass</p> <p>Financial Literacy</p> <p>Partnerships with TAMUCC- Upward Bound</p> <p>Coastal Compass and UBS Financial (Education to Employment)</p> <p>Title V Grant- TAMUCC Partnership</p>	<p>Students attendance at Discover your Direction.</p> <p>Students progress in Keys to Your Future can be tracked through software.</p> <p>Student attendance at Upward Bound events.</p>	<p>Title V TAMUCC Grant</p> <p>CTE Local and Perkins funding.</p>	<p>Counselors</p> <p>Campus Principal</p> <p>Campus Administration</p> <p>Executive Director of Curriculum and Instruction</p>	<p>Attend Discover Your Direction 3-2021 virtual conference.</p> <p>Coastal Compass will offer Keys to Your Future program to assist students with future plans throughout 2020-21.</p> <p>Partnership with TAMUCC- students will be given classes in Financial Literacy to be ready for the real world and post-secondary success throughout 2020-21.</p>

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

ESF ESSENTIAL ACTION: *Recruit, select, assign, induct, and retain a full staff of highly qualified educators*

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

PERFORMANCE OBJECTIVE: Teachers’ pedagogy, content, and interpersonal skills will flourish in a supported environment. The retention rate of certified teaching staff will increase by 5%.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>Accept invitations to job fairs.</p> <p>Look for local and neighboring towns’ events and ask for a table.</p>	<p>Human Resources director will attend a minimum of 2 job fairs during the current school year.</p>	<p>West Oso swag</p> <p>Literature to pass out</p>	<p>Director of Human Resources</p>	<p>Events will be attended during the 2020-2021 fiscal year.</p>
<p>TEA will support 5 teacher candidates from TAMUCC in completing full year internships at WOISD during the 2020-2021 school year. These students will join WOISD as full-time certified teachers during the 2021-2022 school year.</p>	<p>The Grow Your Own partnership will result in 10 highly qualified new teachers joining WOISD.</p>	<p>PD developed collaboratively between WOISD and TAMUCC personnel</p> <p>\$15,000 scholarships provided by TEA.</p>	<p>TAMUCC Site professor</p> <p>College of Education professors</p> <p>Executive Director of Academics</p>	<p>Students will complete internships in May 2021.</p>

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
<p>Selected mentor must have a minimum of 3 years teaching experience, superior record of assisting students in achieving strong academic performance, content and/or grade level expertise, strong interpersonal skills and ability to work well with others, and be considered a leader (or capable of being one) on campus.</p>	<p>The Curriculum & Instruction team will work with principals to connect every first year teacher with a qualified mentor before the start of school.</p>	<p>Seasoned staff members that meet all the requirements.</p> <p>Principal cooperation and input.</p>	<p>Curriculum & Instruction team</p> <p>Principals</p>	<p>Selections must be made no later than the beginning of August.</p>
<p>Mentor training session will cover reviewing the West Oso ISD Mentor Handbook and the expectations of: monthly meetings with mentee; completing monthly calendar checklist with mentee, sign, and scan C&I team member; conducting at least 2 observations of mentee (fall and spring); and provide feedback.</p>	<p>The Curriculum & Instruction team will conduct a mentor training in early August. Sign in sheets will serve as documentation for attendance.</p> <p>Mentors are required to submit monthly signed checklist documenting meetings between mentor and mentee.</p>	<p>Handbook with associated documents</p> <p>List of mentees</p>	<p>Curriculum & Instruction team</p> <p>Mentors</p>	<p>Calendar checklist will be completed monthly.</p> <p>Observations must occur within the 2020-2021 school year.</p>

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Strategically plan the BTA meetings to focus on topics that first year teachers need during that specific timeframe.	<p>The Curriculum & Instruction team will implement the first year teacher induction program that meets 6 times during the school year.</p> <p>Survey Monkey will be used to evaluate the effectiveness of each session.</p> <p>Sign-in sheets will document attendance.</p>	<p>Schedules</p> <p>Location</p> <p>Manuals</p> <p>Instructional Material- Title II and Curriculum & Instruction Budget</p>	<p>Curriculum & Instruction team</p> <p>Principals</p>	<p>The first session will be held at the beginning of August and the last session will be held at the end of April.</p>
BTA trainings will be focused on developing and strengthening the tools and skills learned during the first year induction program.	<p>C& I team will continue to administer support for second and third year teachers by meeting twice a school year.</p> <p>Sign-in sheets</p> <p>Survey Monkey for evaluation</p>	<p>Schedules</p> <p>Location</p> <p>Instructional Materials</p>	<p>Curriculum & Instruction team</p> <p>Principals</p>	<p>The first session will be held at the end of September and the last session will be held at the beginning of February.</p>

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

PERFORMANCE OBJECTIVE: The district's Financial Integrity Rating System of Texas (FIRST) grade will increase from a B (86) to an A rating.

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
The business department will allow campus and district administrators to provide input into budgets.	Final budgets will reflect input of campus and district administrators.	Access to budgets	Business manager Accountant C&I department Campus principals	Budgets will be developed by August 2020
1. Purchase Chromebooks so that all students will have a Chromebook 2. Purchase headsets so that students can engage in synchronous instruction. 3. Purchase calculators in order for remote learners to be able to fully participate in instruction	A total of 2,250 Chromebooks were purchased. These devices are expected to arrive between 11-2020 and 2-2021.	CARES Act Instructional Continuity Grant- \$18,000 Elementary and Secondary School Emergency Relief Grant (ESSER)- \$570,000 Operation Connectivity	IT department	All students will receive a device by February 2021 at the latest. Calculators arrived 9-2020 Headsets will arrive by 11-2020

Strategy	Measurable (Formative and Summative Evaluation)	Achievable (Resources Needed)	Responsible (Person/s)	Time-Bound
Create district budget book that outlines standard operating procedures for expenditures and specific procedures for travel.	<p>Book will be created and all administrators and their secretaries will have a copy.</p> <p>Staff will be provided with the information they need in order to comply with district guidelines.</p>	No costs other than personnel time.	<p>Business Manager</p> <p>Accountant</p> <p>Accounts payable</p> <p>Human Resources</p>	Budget book will be created and distributed by the end of the 2020-2021 academic year.
As part of the continuous improvement process, all budgets will be monitored throughout the year to ensure that the benchmarks are being met and that expenditures are within allowable limits.	<p>Budget reviews will show that expenditures are being made according to allowable expenses.</p> <p>At the end of the year, expenses will be reviewed to inform budgeting for the following year.</p>	No additional resources needed	<p>Executive Director of Academics</p> <p>Accountant</p> <p>Business Manager</p> <p>Campus principals</p>	Quarterly, budgets will be reviewed

APPENDIX A:

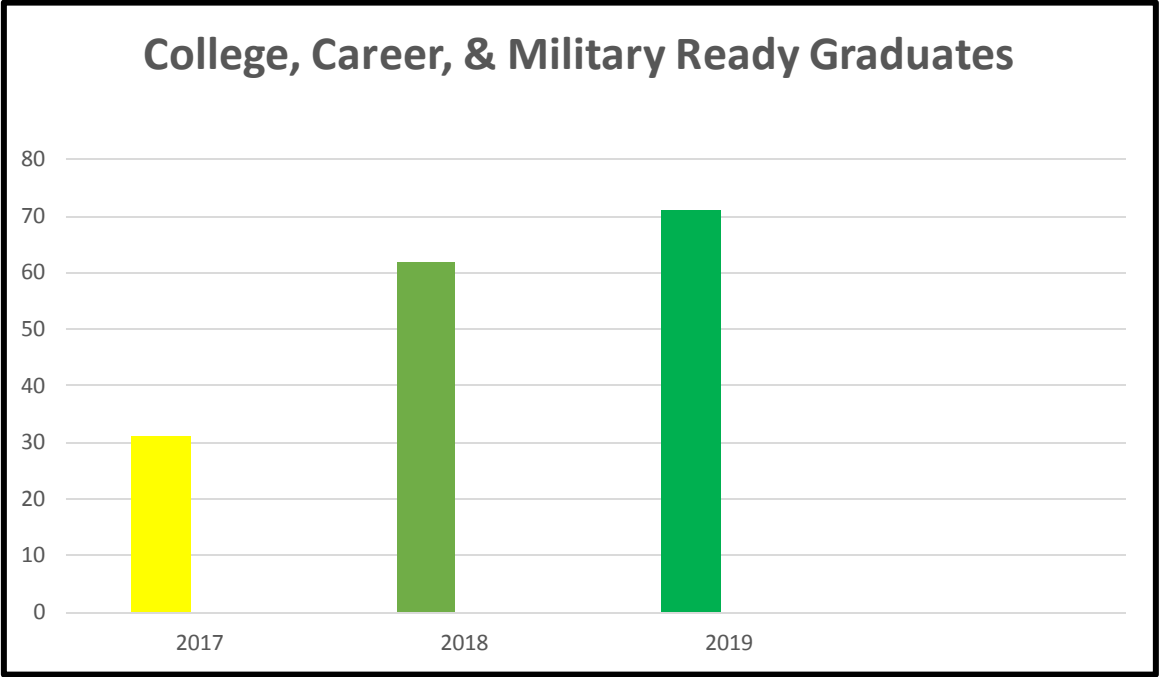
DISTRICT ADVISORY TEAM MEMBERS

Administrator	Teacher	Staff	Parent	Business/Community Partner
Conrado Garcia Superintendent	Yvelia Munoz JFK	Amy Padia JFK	Victoria Hernandez JFK	Jessica Ibarra JFK Community Member
RJ Alvarado Executive Director	Stephanie Hernandez JFK	Gregorio Garza WOE	Trisha Torres JFK	Marcus Lozano JFK Community Member
Kimberly Moore Executive Director	Esther Yzaguirre JFK	Michelle Sturgeon WOJH	Alma Jones WOE	Nancy Morales WOE Community Member
Marcy Davis JFK Principal	Elizabeth Garcia WOE	Lashonda Hall WOHS	Donna Lopez WOJH	Cesar Flores WOJH Community Member
Fernando Gonzalez WOE Principal	Elissa Longoria WOE		Minnie Smith WOJH	Steven Gunter WOHS Community Member
Genger Holt WOJH Assistant Principal	Rosanna Sada WOE		Priscilla Vela WOJH	Patricia Spaniol-Matthews TAMUCC
Dana Moore WOHS Assistant Principal	Christina Campos WOJH		Oscar Arredondo WOHS	Faye Bruun TAMUCC
Lindie Hagdorn Instr. Technology Specialist	Damian Cisneros WOJH			Gillian McCaig Lyondellbasell
	Maggie Fowler WOJH Counselor			Katie Dion Texas State Aquarium
	Katrina Alejandro WOHS			Jeff West Education to Employment
	Donato Avila WOHS			Korinne Caruso Del Mar College
	Stephenie Rhodes WOHS			Scott Greene Del Mar College
				Suraida Nanez-James Gulf Reach Institute
				Eren Perez TAMUCC- Upward Bound
				Yvette Fitzgerald Del Mar College
				Pauline Teran Global Edge Consultants

APPENDIX B:
SUPPORTING DOCUMENTS

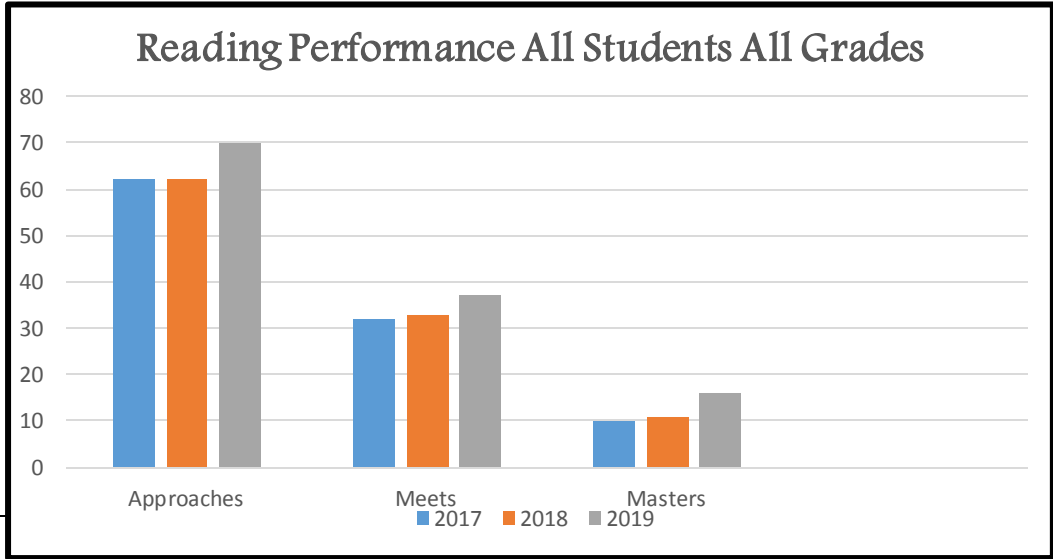
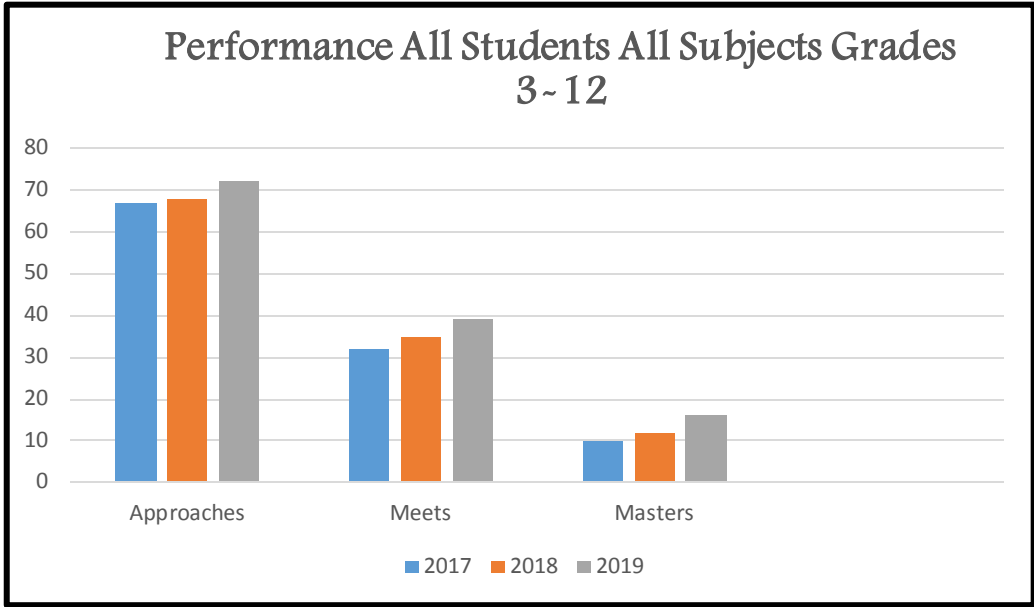
- [Fall 2020 COVID-19 Safety Plan](#)
- [2020-2021 Student Handbook](#)
- [Teen Violence PD PowerPoint](#)
- [2020-2021 Employee Handbook](#)
- [Cyberbullying Training](#)
- [Suicide Prevention Training](#)
- [Suicide Prevention, Intervention, and Post-Intervention Handbook](#)
- [School Emergency Management Training](#)
- [Sex Trafficking Training](#)
- [Emergency Operations Procedures 2020-2021](#)
- [WOISD 2019-2020 Discipline Chart/Plan](#)
- [DAEP Handbook 2020-2021](#)
- [Threat Assessment Training](#)
- [Student Code of Conduct](#)
- [CTE Handbook 2020-2021](#)
- [Duties of SRO \(CKE\)](#)
- [Dyslexia Treatment](#)
- [WOISD Grants and Partnerships](#)

APPENDIX C:
STUDENT ACHIEVEMENT DATA



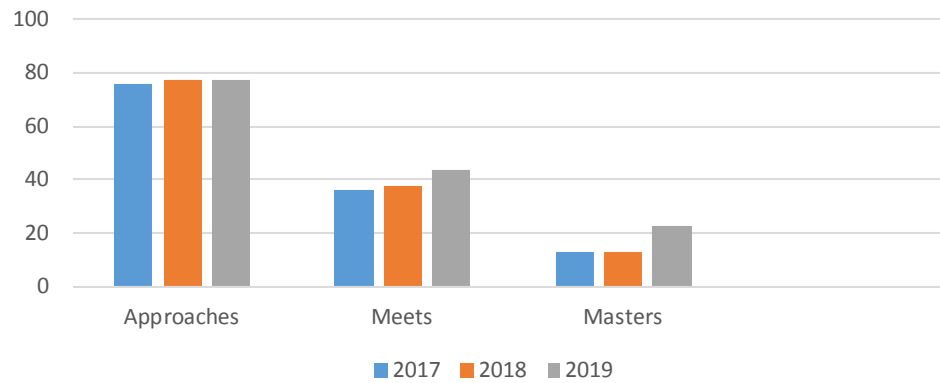
	Percent of Students Earning CCMR point	Scaled Accountability Score
2017~2018	31.2%	62
2018~2019	61.8%	91
2019~2020	71.1%	93

APPENDIX C:
STUDENT ACHIEVEMENT DATA



LONGITUDINAL STAAR & EOC DATA

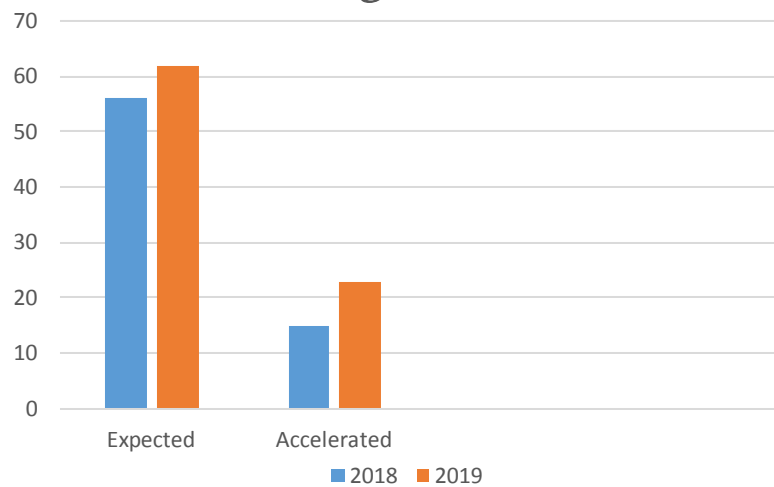
Mathematics Performance All Students All Grades



NOTE

Progress Measures were not reported in 2017

STAAR Progress Measures



APPENDIX D:
FINANCE DATA

TITLE I SALARIES
2020 - 2021

NAME	POSITION	CAMPUS
Dr. Kandee Guartuche	R/LA and EL Coordinator	Central Office
Ms. Diana Salinas	Elementary Instructional Facilitator	JFK and WOE
Ms. Diane Clayton	Secondary Instructional Facilitator	WOJH and WOHS
Ms. Sara Bill-Velasquez	Second Grade Teacher	JFK
Chris Alejandre	Seventh Grade Math Teacher	WOJH
Sarita Harvey	High School Chemistry Teacher	WOHS

TITLE I BUDGET 2020 - 2021	
CENTRAL OFFICE	
FUND CODE: 211	2020-2021 ESSA BUDGET
ESC 2 SERVICES	14,380.00
SUPPLIES & MATERIALS OFFICE	6,000.00
SUPPLIES & MATERIALS WORKSHOPS	7,647.00
TRAVEL CO STAFF	7,500.00
PARENTAL INVOLVMENT SUPPLIES	1,100.00
TOTAL > OFFICE	\$ 36,627.00

APPENDIX D:
FINANCE DATA

TITLE I BUDGET 2020 - 2021	
JFK ELEMENTARY SCHOOL	
FUND CODE: 211	2020-2021 ESSA BUDGET
JFK PAYROLL	180,817.00
PAYROLL > JFK SUPPL STAFF	144,817.00
PAYROLL TUTORIALS > JFK	36,000.00
ESC 2 SERVICES- JFK STAFF	2,663.00
CAMPUS SUPPLIES & MATERIALS STS	16,154.00
TRAVEL > STAFF	2,500.00

SUPPLIES & MATERIALS HOMELESS	125.00
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 203,759.00

**APPENDIX D:
FINANCE DATA**

TITLE I BUDGET 2020 - 2021	
WEST OSO ELEMENTARY SCHOOL	
FUND CODE: 211	2020-2021 ESSA BUDGET
WOE PAYROLL	141,492.00
PAYROLL > WOE SUPPL STAFF	109,492.00
PAYROLL TUTORIALS > WOE	32,000.00
ESC 2 SERVICES- WOE STAFF	2,123.00

CAMPUS SUPPLIES & MATERIALS STS	12,430.00
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	125.00
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 160,170.00

APPENDIX D:
FINANCE DATA

TITLE I BUDGET 2020 - 2021	
WEST OSO JUNIOR HIGH SCHOOL	
FUND CODE: 211	2020-2021 ESSA BUDGET
PAYROLL WOJH	149,599.00
PAYROLL > WOJH SUPPL STAFF	114,599.00
PAYROLL TUTORIALS > WOJH	35,000.00
ESC 2 SERVICES- WOJH STAFF	2,312.00

CAMPUS SUPPLIES & MATERIALS STS	12,952.00
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	125.00
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 168,988.00

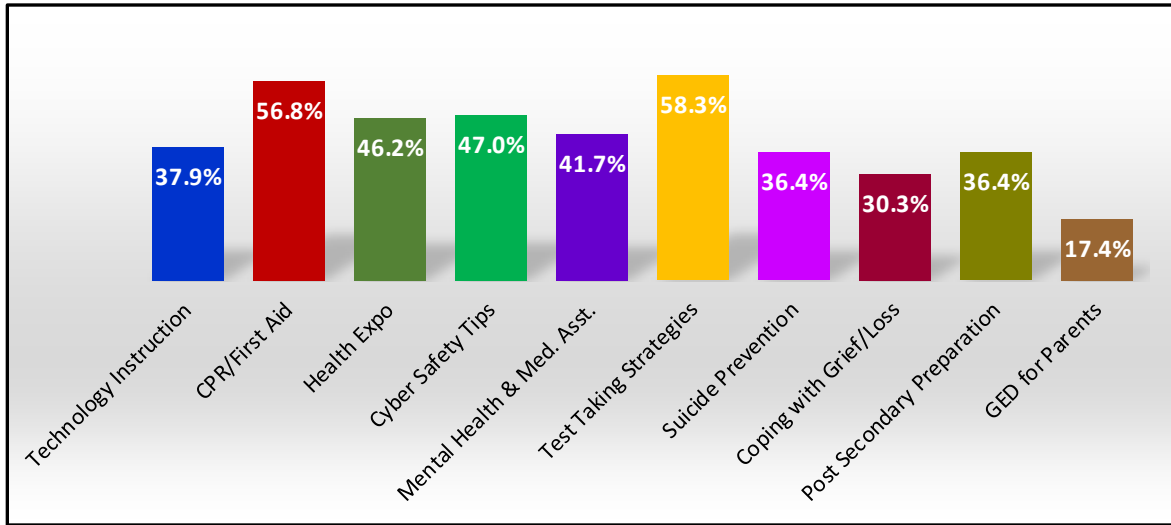
**APPENDIX D:
FINANCE DATA**

TITLE I BUDGET 2020 - 2021	
WEST OSO HIGH SCHOOL	
FUND CODE: 211	2020-2021 ESSA BUDGET
PAYROLL WOHS	124,464.00
PAYROLL > WOHS SUPPL STAFF	94,464.00
PAYROLL TUTORIALS > WOHS	30,000.00
ESC 2 SERVICES- WOHS STAFF	1,851.00

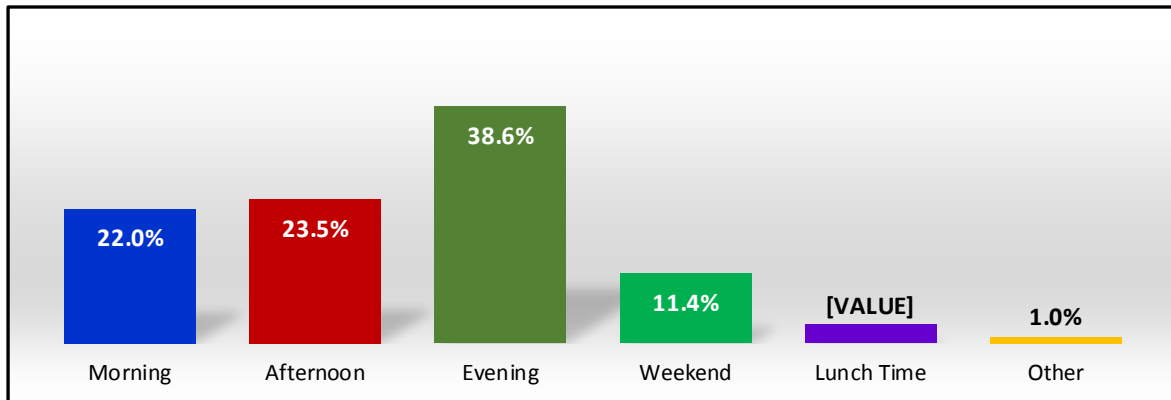
CAMPUS SUPPLIES & MATERIALS STS	10,571.00
TRAVEL > STAFF	2,500.00
SUPPLIES & MATERIALS HOMELESS	125.00
PARENTAL INVOLVMENT MATERIALS	1,000.00
PARENTAL INVOLVMENT TRAVEL	500.00
TOTAL > CAMPUS ALLOTMENT	\$ 141,011.00
West Oso ISD Title I Funds for 2020-2021	\$ 710,555.00

APPENDIX E:
PARENTAL INVOLVEMENT SURVEY

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

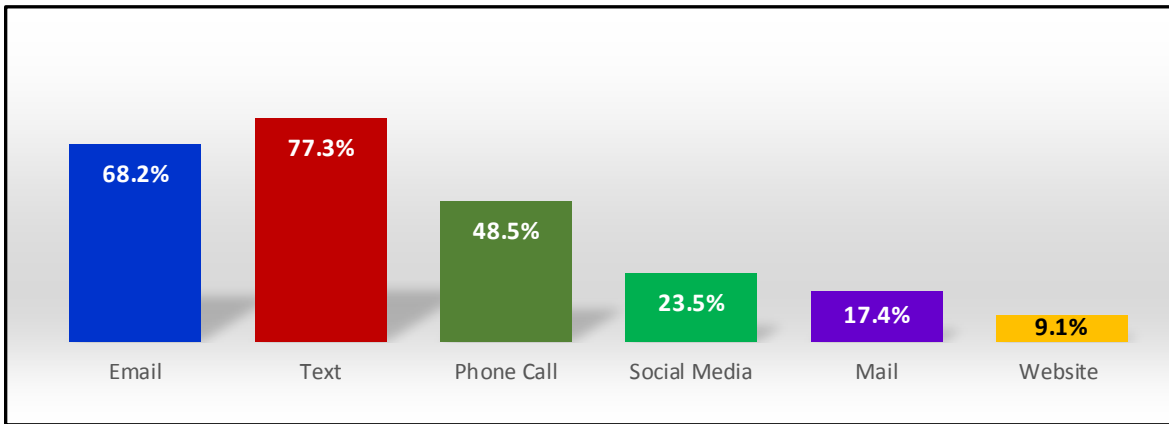


2. What is the best time of the day to offer the above topics?

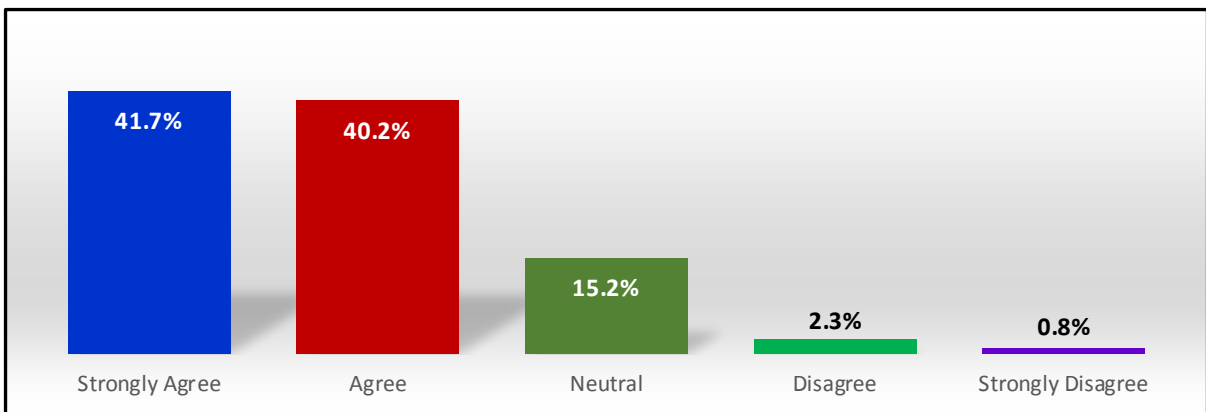


APPENDIX E:
PARENTAL INVOLVEMENT SURVEY

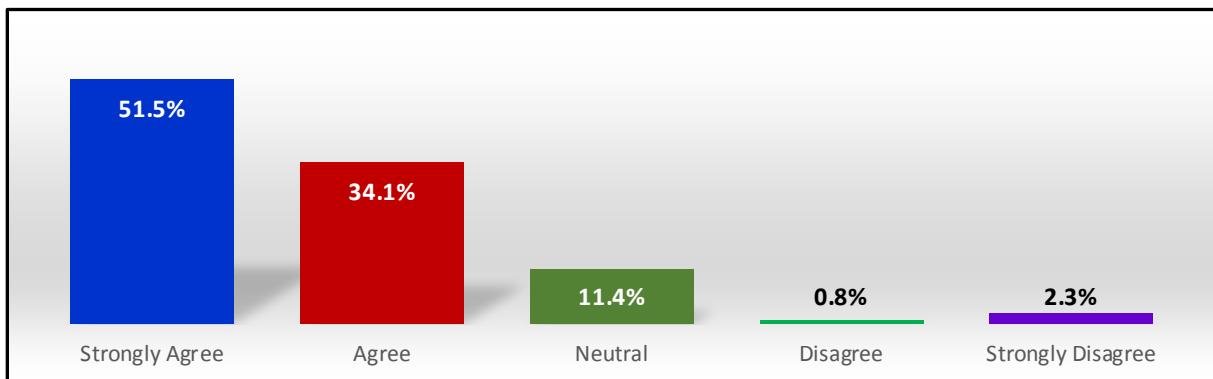
3. What is your preferred method of communication?



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



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



WEST OSO INDEPENDENT SCHOOL DISTRICT PARENTAL & FAMILY ENGAGEMENT POLICY 2020-2021 SCHOOL YEAR

MISSION STATEMENT

West Oso Independent School District (WOISD) strives to forge a partnership with parents and families. Our parent and family services are designed to engage parents in the process of delivering a quality education to every student in our district.

STATEMENT OF PURPOSE

The Parent and Family Engagement Policy will establish a framework for the West Oso ISD parent and family engagement program. This will be achieved in conjunction with the district's improvement plan. The district values the role that parents play in the success of their children's academic achievement. Establishing partnerships with parents and the community is vital to our success. Each student will benefit from supportive, active involvement when the school, home, and community work together to promote high achievement for our students.

PROGRAM REQUIREMENTS

WOISD agrees to implement the following statutory requirements:

1. WOISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

2. WOISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, WOISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)

- The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.

3. WOISD will involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

4. WOISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers,

business leaders, and philanthropic organizations, or individuals with expertise effectively engaging parents and family members in education. Section 1116 (a)(2)(B)

5. WOISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4)

6. WOISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

Section 1116 (a)(2)(D)

- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions;

7. WOISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)

8. WOISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, WOISD shall: Section 1116 (e)

- (i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)
- (ii) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)
- (iv) educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)
- (iv) ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; Section 1116 (e)(5)

PROGRAM IMPLEMENTATION

Parent and Family Engagement means the participation of parents in regular, two way, and meaningful communication involving students' academic learning and other school activities, including

- a. That parents play an integral role in assisting in their child's learning;
- b. That parents are encouraged to be actively involved in their child's education at school;
- c. That parents are full partners in their child's education and are included, as appropriate in decision making and on advisory committees to assist in the education of their child;
- d. The carrying out of other activities, such as those described in ESEA.

1. Feedback from parents and families is valuable in developing, implementing, and evaluating parent and family engagement activities and events. Every attempt will be made to gather feedback from parents through district and campus surveys, social media, and specific feedback provided to campuses.

2. Parents will be involved in meaningful consultation in planning, implementing, and evaluating parent and family engagement policies and activities. Families will be actively recruited to participate in the following committees:

*District Advisory Team

*Campus Advisory Team

*Parent Teacher Organization (PTO)

*Student Health Advisory Committee (SHAC)

3. WOISD will provide regular trainings and/or meetings with school personnel to supply the necessary coordination, technical assistance, and other support to assist Title I, Part A, schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

4. WOISD will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental policy in improving the quality of its Title I, Part A, schools by providing full opportunities for the participation of parents through active recruitment and participation in the Annual District Parental Involvement Program Evaluation. Findings will be utilized in designing effective strategies and programs that will increase parental involvement and to revise, if necessary its parental involvement policies. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities.

5. WOISD will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective engagement of parents and to support a partnership among the schools involved, parents and the community to improve student academic achievement, through the following activities specifically described below:

A. WOISD will, with the assistance of its Title I, Part A schools, provide assistance to parents and children served by the school district or school, as appropriate, in understanding topics such as the State’s academic content standards, the State’s student academic achievement standards, the State and Local academic assessment including alternate assessments, the requirements of the Title I , Part A, how to monitor their child’s progress, and how to work with the educators by:

1. Conducting an annual Title I Part A, parent meeting within the 1st Six Weeks of school to inform parents of the district’s participation in Title I, Part A, its requirements and their right to be involved.
2. Conducting regular campus parent meetings to inform parents about the State’s academic content standards, the State’s student academic achievements, and campus programs.
3. Conducting monthly campus parent sessions for parent’s personal growth and development.
4. Attending local, regional, state and nations parent conferences.
5. Conducting Parent and Family Education Workshops
6. Parenting Classes and Trainings

B. The school district will, with the assistance of its Title I, Part A schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parent & family engagement by:

1. Offering classes for parents designed to introduce technology skills.
2. STAAR Workshops with the purpose of offering parents the means to assist their children at home.
3. Offering Novel Night to help parents engage in their child’s academic achievement in reading.
4. Conducting campus parent meetings to encourage parent and family engagement in child’s educational journey.
5. Offering Parenting Classes/Sessions

C. The school district will, with the assistance of its Title I, Part A schools and parents, educate its teachers, student services personnel, principals, and other staff, how to reach out and communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build relations between parents and schools by:

1. Utilize parent’s expertise to assist in breaking down possible barriers to parental involvement and its programs.
2. Utilize parent testimonials on positive parental involvement at local, regional, state and national parent conferences.

D. The school district will, to the extent feasible and appropriate, coordinate, and integrate parent & family engagement programs and activities with Head Start, Pre-Kindergarten Programs, Gifted & Talented Program, Bilingual/ESL Program and Special Education Program.

E. The school district will adopt and implement a parent & family engagement program model at each campus to provide families with opportunities to be engaged in their child’s education.

F. The school district will establish a District Parental Advisory Committee to provide advice on matters related to Parent & Family Engagement in Title I, Part A.

G. The school district will provide information in a language parents can understand using a paper/electronic format or School Messenger to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in a language and format the parents understand.

This District wide Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

EVALUATION

The District Advisory Team of West Oso ISD will be involved in the process of school improvement. Parents of children in the Title I Program will be part of this group. The aim will be to evaluate the schools in this district, collecting information in a variety of ways.

There will be an annual evaluation of the content and effectiveness of the Title I Parental Involvement Program, and parents will be asked for their input. The evaluation will include an assessment of how much parental involvement is increasing and what barriers to parental participation still need to be overcome. The school district will revise its Parental Involvement Policy on the basis of this annual review.

The policy will be coordinated by the District Advisory Team and promoted by building principals and other school staff.

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

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

Prohibited Conduct

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

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

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

Discipline

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

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

Corrective Action

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

Transfers

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

Counseling

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

Improper
Conduct

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

Confidentiality

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

Appeal

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

**Records
Retention**

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

**Access to Policy
and Procedures**

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