

WEST OSO INDEPENDENT SCHOOL DISTRICT



DISTRICT IMPROVEMENT PLAN **2023-2024** SCHOOL YEAR

Transparency Resiliency Unity Equity



WEST OSO INDEPENDENT SCHOOL DISTRICT



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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

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DEMOGRAPHICS



West Oso ISD is located in Corpus Christi, TX. During the 2022-2023 school year, there was a total of 1,969 students enrolled in four campuses. 9.59% of the students are African American. 87.4% of the students are Hispanic. 2.49% of the students are White. 90.36% of the students are economically disadvantaged.

| PROGRAM | TOTAL NUMBER OF STUDENTS |
|-------------------------------------|--------------------------|
| Gifted and Talented Students | 135 |
| English Learners | 155 |
| Emergent Bilingual Students | 176 |
| At-Risk Students | 1,157 |
| Economically Disadvantaged Students | 1,743 |
| Dyslexia | 47 |
| Special Education Students | 258 |

DATA SOURCES

West Oso ISD District Improvement Plans are developed with ongoing data review using multiple sources and multiple measures of data including:

- *2022-2023 Preliminary STAAR/EOC Data*
- *Climate Surveys*
- *Results Drive Accountability*
- *Professional Development Needs Assessment Surveys*
- *PEIMS Budgeted Financial Report*
- *Attendance Data*
- *TELPAS*
- *SAT/ACT/AP*
- *STAR*
- *TSI*
- *Parent Involvement Survey*
- *Amplify Data*
- *CTE District Alignment Report*



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 counselors and counselor interns which have provided both individual and family counseling.
- West Oso ISD has developed intensive protocols for student and staff safety for COVID-19
- West Oso ISD has implemented social/emotional activities for students which include: Bear Time prompts.
- West Oso ISD has joined with the organizations of the Purple Door and the Coastal Bend Wellness Foundation to provide services in addressing issues of drug abuse, domestic violence and human trafficking.
- West Oso ISD has set emergency drills, trainings in emergency management, safety and security.
- West Oso ISD has chosen and trained Threat Assessment Teams for each campus.
- West Oso ISD has implemented weekly door audits for all buildings, trained all staff in the Stop the Bleed Program, upgraded all camera systems and initiated an anonymous reporting system for threats to the district.
- West Oso ISD has a Safety and Security Committee that meets 4 times per year.
- West Oso ISD has locked and secured vestibules for all campuses.

NEEDS:

- Mental health support for staff
- Team building activities for staff
- Continue to host celebrations and recognition activities for staff and students
- Increase methods for bullying report system to increase anonymity
- Emergency Security Alert System
- Security Locking System for Perimeter Doors
- Walkie Talkies
- Fencing around campuses
- Metal detectors at all entrance doors.
- Trauma Informed Training for all staff of WOISD.

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

Performance Objective:

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|---|--|---|--|--|
| Daily door audits will be implemented on all campuses. | The door audit spreadsheet will be filled out on all campuses on a weekly basis. | <ul style="list-style-type: none"> Door audit spreadsheet Time for completion | <ul style="list-style-type: none"> Executive Directors Campus Principals Maintenance Department Police Officers Security Officers | Door Audits will be completed on a weekly basis starting on August 2023 and go until the completion of Summer School June, 2024. |
| 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. Secure Drill Evacuation Drill | All campuses will have fire drills, lockdown drills, shelter in place drills and at least one Active Shooter Drill during the 2023-2024 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 Principals | All drills will be complete and documented by May 2024 |
| All four campuses and districts will plan one celebration for staff and students every nine weeks | Students will be recognized based on attendance, grades, and citizenship. Teachers will be recognized for hard work and dedication. | <ul style="list-style-type: none"> Local Funds for food and other supplies for the celebrations Donations | <ul style="list-style-type: none"> Campus and district administrators. CIS staff Counselors | Every nine weeks during the 2023-2024 school year |

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| WOISD junior and high school will be trained in sexual abuse, human trafficking, and child abuse during the 2023-2024 school year. | WOJH and WOHS students were trained during the school year using specified trainings for students. | <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 2023-2024 school year. |
| WOISD staff will be trained in sexual abuse, human trafficking, and child abuse during the 2023-2024 school year. | During August professional development the Executive Director trained all staff in sexual abuse, human trafficking and child abuse | <ul style="list-style-type: none"> • Eduhero (Title I) • Personnel • Training Materials Time | <ul style="list-style-type: none"> • Executive Director • Principals | WOISD staff trained prior to the beginning of the 2023-2024 school year. |
| WOISD will train and implement Safety Threat Assessment Teams on each campus during the 2023-2024 school year. | All campuses will have trained staff to serve on the Campus Safety Threat Assessment Team and implement behavior threat assessments beginning in October 2023. | Personnel Training Materials Time | Executive Director Principals Threat Assessment Team Leaders | WOISD will train and implement the Safety Threat Assessment Teams by October 2023. |
| WOISD will train all staff members in Trauma Informed Care. | Sign off sheets will provide documentation of training as well as activities completed by staff. | Executive Director Counselors In house training Activities | Executive Director Counselors | Trauma Informed Training will be completed by all staff by August 2023. |

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| WOISD will build in mental health activities for staff on each campus. | All campuses will have mental health activities for staff by October 2023. | Counselors Activities Funding | Executive Director Counselors Social Workers | WOISD will build in mental health activities for staff on each campus by October 2023. |
| WOISD will review and complete door repairs as funding is acquired. | WOISD will review the door study conducted during the 2023-2024 school year and phase in repairs as funding is acquired. | Funding Vendors Door parts and new doors TEA Safety and Security Grant Funding | Business Manager Director of Maintenance | WOISD will repair campus doors as allowed by funding by May 2024. |
| WOISD will provide ID badges for students and staff | Implementation of ID badges for security, lunch, busses, etc. will be implemented during the 2023-2024 school year. | ID Makers Personnel Training Lanyards TEA Safety & Security Funding | Executive Director IT Director IT Instructional Personnel Librarians Asst. Principals Principals | WOISD staff and students will be required to wear ID badges starting on November 1, 2023. |
| WOISD will develop and implement Reunification Procedures and Protocols in the event of a major safety event. | A protocols and procedures plan will be developed and campus will be trained in implementation. | Personnel Written Plan Raptor II system (Nueces County Safety Grant) | Executive Director Superintendent principals | WOISD will implement plan by January 2024 |

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| WOISD will work towards full compliance of HB3 regarding Safety and Security | <ul style="list-style-type: none"> • Additional access control points at each campus • Door alarms that will alert administrators if exterior doors are left open. • Window Film. • Walkie-talkie system district wide. • Armed security at all campuses (already in place) | <ul style="list-style-type: none"> • Safety and Security TEA Grant Funding • Title IV funding | Executive Director Superintendent Principals | WOISD will complete these security upgrades by August 2024 |
| WOISD will implement a Safe Schools Ambassador program to reduce and prevent bullying. | Thirty-five student ambassadors and five teachers will be trained through the Community Matters program during the 2023-2024 school year. | <ul style="list-style-type: none"> • Title IV funding | Executive Director WOHS Administration WOHS Students WOHS teachers | Initial training will take place February 8-9, 2024 |

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

STRENGTHS:

- WOISD holds a variety of events throughout the year to engage parents in the school community. 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, Driscoll Health Plan, Methodist Children's Home, and Citgo. 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.
- WOISD hosts a large health fair event during the summer through the IRT program. This program connects West Oso families and the larger community with medical, dental, vision, and pharmaceutical resources.
- WOISD strives to notify parents of events and communicate district information and situations through robocalls, robotexts, social media, and campus systems. Through the new online registration system, all parents have logged into the online Parent Portal.
- WOISD has a full-time parent family engagement coordinator to assist with implementing the district goals for the PFE program.
- The district contracts with a translator to provide Spanish translation services for central office as well as all campuses in the district.
- There are two parent conferences days designated on the official WOISD calendar for parent conferences. Teachers are given time to visit with parents virtually, by phone, or in-person one time in the fall and one time in the Spring.
- West Oso will continue to partner with Fish for Life on the following projects: Back to School Shopping, Fishing Trips, WOHS Mentoring Program, Do the Write Thing contest, Christmas Gifts, Meat Distribution.

- West Oso ISD encourages parent volunteers throughout the district. Volunteer training is provided throughout the year. Volunteers support PTO, Booster Club, library, and classroom activities.
- Grace's Pantry is available as a resource to parents and families of the West Oso ISD community and has hours during the day and in the evenings throughout the week.
- West Oso ISD is implementing a Superintendent Student Ambassador Council to allow students to develop leadership skills and give input into the future of the district.
- West Oso ISD is hosting a State of the District to connect with community partners. Partners will have the opportunity to support a variety of co- and extra-curricular initiatives throughout the district.
- West Oso ISD hosts a variety of district-wide celebrations including Hispanic Heritage Showcase, Black History Multicultural Celebration, and the Celebration of Education.

NEEDS:

- West Oso ISD needs higher participation in parent education events including:
 - o Educational technology
 - o Education and awareness
 - o Parent/Student Communication
 - o Parent workshops
 - o Technology assistance
- PTO at all campuses with increases participation
- Campus based social workers
- District wide app. for parent communication that is seamless across the district and works with ASCENDER
- Communication with bilingual parents increased
- Connecting parents to resources to further their education
- Health fair/service connection
- Classroom parents, giving parents opportunities to volunteer in an educational capacity
- Seasonal festivals/activities

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.

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

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|---|--|---|---|---|
| WOISD will provide parent resources and activities including: CPR, Trust Based Relational Intervention training, Signs of Suicide | At least 10 parents will participate in each parent education event. Sign-in sheets Evaluations via Google forms | Campus Local Funds Title I Parent Involvement Funds ACE funding | Parent & Family Engagement Coordinator/Program Specialist (ACE) CIS Community Resources and Organizations (MCH, CBWF, CDAB) | Monthly throughout the 2023-2024 school year. |

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
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| 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 Title I Funds | Parent & Family Engagement Coordinator Counselors | Fall and Spring |
| State of the District will be held in November, 2023 | 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. | Donations Superintendent Activity funds | Parent & Family Engagement Coordinator Principals Directors Superintendent Additional Stakeholders Students IT Videographer | November 2023 |
| Conduct a parent involvement survey at all four campuses each semester. Send out survey via social media, post on website, and create a Google Form. Computers available and QR Code shared at Open House. | At least 150 families will respond to survey | Google Forms | Parent & Family Engagement Coordinator C&I Team Communities in Schools | Fall 2023 and Spring 2024 |

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|--|--|---|---|---------------------------------------|
| WOISD campuses will provide community involvement events at least quarterly at all four campuses. | Events will include: Red Ribbon Week, Veterans Day, Career Day, Hispanic Heritage Showcase, Reading Under the Lights, Black History Multicultural Celebration and Celebration of Education | Parent and Community Volunteers Title I Parent Involvement Funds Perkins (Career Day) | Parent & Family Engagement Coordinator Principals Counselors CIS Identified committee members | September 2023-May 2024 |
| As a result of the LEARN IT grant through ESC2, WOISD will remodel the JFK and WOE libraries over the next two years. | The data collection process required by the grant will be followed to report results. | LEARN IT Grant Funds ESSER Funds (Furniture for JFK renovation) | Superintendent Principals Librarians C&I Team | WOE January 2023 JFK January 2024 |
| Increase participation in campus PTOs | Membership Lists and PTO Officers Sign-in sheets will be used for documentation | Membership drives will take place, which include recruitment of officers. | Parent & Family Engagement Coordinator Principals Identified committee members | Spring 2024 |
| Encourage and maintain parent involvement through various forms of volunteering on campus including but limited to Parents on Patrol, library helpers, PTO members | WOISD Parent Volunteer orientation will be offered on a monthly basis at two different location/times throughout the year. | Title I Parent Involvement Funds | Parent & Family Engagement Coordinator Principals C&I Team | Throughout the 2023-2024 school year. |

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| | Parents will be recruited throughout the school year and be in contact with the | | | |
| Complete the installation of the outdoor classrooms at JFK and WOJH | Maintenance of garden area and completion of projects such as benches for the gardens. | Coastal Bend Bays and Estuaries | WOJH Garden Committee C&I Team Parent & Family Engagement Coordinator Principals Community Volunteers | Ongoing throughout the 2023-2024 school year. |
| WOISD will provide parents with a communication application for their students and teachers. | Parents will receive invitations to download the app or receive text messages through the app. | Title I Parent funding | Registrars/Attendance clerks Parent and Family Engagement Campus Administrators | Spring 2024 |

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. Power Zone meetings are held every six weeks to review summative EOU data.
- TAMUCC is providing reading tutoring support as well as instructional coaching support. The Coastal Bend Writing Project is providing support to West Oso Junior High teachers through a writing grant.
- Classroom teachers are receiving support from the Reading/Dyslexia Specialist, Secondary Instructional Facilitator as well as district Instructional Technology Coordinator, and Bilingual Coordinator.
- ESC-2 is providing Lesson Study support in mathematics in grades PK-5 once a month as an additional support to Eureka implementation.
- Power Zone meetings led by campus administrators are held every six weeks to review summative EOU data.
- Vertically aligned instructional software is being utilized in grades K-12.
- An aligned Literacy Plan that includes: non-negotiables components of literacy, progress monitoring, motivational strategies, and professional learning.
- Professional learning in Writing Workshop, Eureka Math, Carnegie, Cross-Curricular planning, Really Great Reading.
- ACE 21st CCLC grant provides High Quality Instructional Tutoring for students at JFK, WOE, and WOJH.
- Tutors are being utilized during the school day to support struggling students.
- Amplify and STAR data shows growth in early literacy.

Needs:

- Math tutoring support in grades K-5.
- STAAR/EOC data showed a weakness in mathematics at the Meets and Masters level.
- Network upgrades as well as continual repairs/replacement to support increased technology usage.
- STAAR data also showed a need for growth at all achievement levels in grades 5 & 8 in Science & Social Studies in grade 8.
- Additional tutoring support for Emergent Bilingual students at the secondary level

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 students that score meets grade level or above on all STAAR/EOC exams will be at least 40%.
2. Achievement at all levels (approaches, meets, masters) will increase by 5% for all STAAR/EOC exams.
3. SPED scores will increase by 7% at the approaches and meet levels in all grade levels
4. EL scores will increase by 7% at the approaches and meets levels in all grade levels.

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|---|---|---|---|---|
| Lead4ward data analysis tools to use assessment data to plan for instruction, intervention, and enrichment to meet the learning needs of all students | PLC agendas will reflect use of tools during data analysis meetings that occur every three weeks (following formative and summative assessments) | Title I PLC meetings | Campus administrators Executive Director of Academics Elementary and Secondary Instructional Facilitators and Teachers | Lead4ward will be used throughout the year to disaggregate BOY/MOY/EOY, formative, summative, and benchmark exams |
| Align R/LA curriculum PreK-12 so that instruction is fully TEKS aligned and taught with the expected depth and rigor. Align K-5 R/LA curriculum through a literacy plan. Consistent implementation of a systematic and explicit phonic curriculum | Beginning of Year assessments Formative assessments including fluency checks, sight word checks, running records End of Unit assessments Benchmarks STAAR-EOC exams | Really Great Reading (Title I, Dyslexia Grant) Renaissance (Title I) Quill (EMAT) Reading A-Z (EMAT) | Executive Director of Academics R/LA and EL Coordinator Elementary and Secondary Instructional Facilitators R/LA teachers in grades PreK-12 R/LA tutors | Really Great Reading will be used daily in grades K-3 Tutors will be using in grades 4-5 Reading intervention classes in grades 6-8 will also be utilizing RGR daily September 2023-May 2024 |
| The Coastal Bend Writing Project is supporting West Oso Junior High ELAR teachers through a grant. | The grant has built-in evaluation components Increase in STAAR RLA scores. | Coastal Bend Writing Project provides all resources and small stipends to participants | Coastal Bend Writing Project Coach WOJH ELAR teachers | September 2023-May 2024 |

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| Four new teachers will be participating in Reading Academy mandated by HB3 for the purpose of gaining and applying knowledge of the most current research on the Science of Teaching Reading. | Four WOISD professional staff will complete them modules and receive passing scores on all graded assignments | Title I- \$400 per person x 4= \$1,600 | Executive Director of Academics Campus administrators K-3 Reading Specialist | Reading Academy must be completed by 6-2024 |
| <p>Implementation of ACE 21st CCLC grant at JFK, WOE, and WOJH.</p> <p>Implementation includes:</p> <ol style="list-style-type: none"> 1. High Quality Instructional Tutoring using Amplify and Zearn 2. Enrichment programming including Youth Odyssey leadership development at West Oso Junior High, gardening, fine arts, STEM, college trips. | <ol style="list-style-type: none"> 3. Students attending the ACE program will increase 7% in their STAAR achievement scores. 4. Students attending the ACE program will attend school 95% of the time. 5. Students at JFK attending the ACE program will meet or exceed expected growth in Amplify reading and Eureka mathematics assessments. | ACE 21 st CCLC grant | <p>ACE Program Director</p> <p>ACE Program Coordinators</p> <p>ACE staff</p> | September 2023-May 2024 |

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| Implement before school, during the day, and after school tutoring to comply with guidelines set by HB1416. Students who did not reach the approaches level in Math and Reading STAAR/EOC exams will receive 15 or 30 hours of small group tutoring. | WOISD Tutoring Google Sheets will document all tutoring information. ACE attendance will document participation in the after-school program. | Title I \$104,000 ESSER III K-5 retired teachers hired for tutoring ACE funding for HQIT (Zearn, Amplify) | Campus administrators C&I Team ACE personnel Tutors | 9-2023 to 6-2024 |
| Use High Quality Instructional Materials to support TEKS implementation. These include: Zearn (K-8) Eureka (K-5), Carnegie (6-Algebra I). | Lesson Plans, walk throughs and formal observations will reflect consistent use of these materials. | Carnegie (Title I) Blended Learning grant-Zearn implementation CRIMSI (stipends and Eureka materials) | Blended Learning program manager C&I Team Campus Administration Teachers | Ongoing 8-2023 to 6-2024 |

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| Implement one to one technology K-1 to fully support Texas College Bridge, Blended Learning, preparation and implementation of STAAR re-design assessment. | Replace or repair all devices that need upgrades. Purchase additional devices at the kindergarten and first grade levels in order to fully implement BL model in 2024-2025 at all grades K-8. | Chromebooks (BL funding, Title IV, T-CLAS, EMAT) | IT Director | All devices will be received and on campuses by 6-2024. |
| Learning from the Experts partners Emergent English Learners at the JH and HS level with Spanish undergraduate students from TAMUCC. | Sign-in sheets Surveys of all participants | Title III money for field trip to TAMUCC. Volunteers from TAMUCC | Bilingual Coordinator Spanish Professor CIS Family Parent Engagement Coordinator | Ongoing September 2023-June 2024 |
| Writing Workshop training and support will be provided in grades K-5 | Teacher observation Student Writing Samples | Title I funding for reading specialist Volunteers from Literacy Professor from TAMUCC | Reading Specialist Campus admin Teachers | Initial training 8-2023 Teaching and Learning Conference held 10-9-2023 |
| Utilize supplemental educational technology programs/resources for credit recovery, intervention as well as to increase engagement in daily lessons | Review usage data. Review progress data on individualized programs (Moby Max, Learning Farm) | EMAT: Flocabulary, BrainPOP Title I: Edgenuity Title IV: Swank license | IT Director IT Coordinator Teachers | Ongoing 8-2023 to 5-2024 |

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. This organization provides annual conference, Discover Your Direction 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.
- Early College High School program allows students to graduate high school with up to 60 college hours.
- The Paxton-Patterson Career Ready Lab is being utilized at the JH level to provide hands-on experiences in a variety of career pathways.
- ACE 21st CCLC grant is providing clubs for elementary students including: Running, Gardening, Culture, Dance, and Art in addition to Youth Odyssey leadership building activities.

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 a 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.
- Provide job shadowing opportunities for secondary students.
- Provide interventions for ACT, SAT, TSIA2
- Increase college acceptance and matriculation
- Begin a Construction/Home Repair Program through Del Mar College.
- Provide a Life 101 course for seniors which would include financial literacy, basic auto and household maintenance and repairs.

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 5% by August 2024.
2. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for college ready will increase 5% by August 2024. These students will meet TSI requirements and enroll in college.
3. The percent of CCMR students that meet the threshold for CCMR Outcome Bonus for career ready will increase 5% by August 2024. An increase of 5% of students will earn an Industry Based Certification and meet TSI requirements.

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|--|---|---|--|---|
| <ol style="list-style-type: none"> 1. CTE Showcase 2. Career day at all campuses. 3. Guest speakers throughout the year. 4. Expand work and internship experiences. 5. AVID implemented in secondary campuses (5-12) 6. STEM Education 7. STEM Academy at JH 8. Education and Training Pathway | <ol style="list-style-type: none"> 1. Sign in sheets for Career Days 2. Teacher, student and presenter evaluations. 3. District AVID Site team will meet 4 times a year to set annual goal, monitor implementation and conduct evaluation. | <ol style="list-style-type: none"> 1. Local monies to feed guest speakers for Career Day. 2. Business Partnerships 3. Staff and Administration trained in AVID strategies, ESSER III and Local Funds for training, supplies and travel 4. Perkins | <p>CTE Department</p> <p>Counselors</p> <p>Campus Principal</p> <p>Campus Administrators</p> <p>E2E Partners</p> <p>STEM Academy Staff</p> | <ol style="list-style-type: none"> 1. January 2024- CTE Showcase for 8th graders 2. February 2, 2024 (Pending) Career Day for 8th – 12th graders 3. March 8, 2024 JFK STEM Career Day 4. Guest speakers will visit AVID, Investigating Careers classes throughout the 2023-2024 school year. |

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|--|--|--|--|---|
| 9. Students in grade K-12 are tracking their own data to increase ownership of their learning and academic progress. | 5. PLTW will be used PK-12 grade. 6. Elective courses are offered in STEM education to allow students the opportunity to engage in authentic STEM opportunities. | 5. CITGO Grant: \$60,000 for PLTW curriculum, training, robotics competitions, supplies and materials, stipends for coaches 6. \$5,000 Lyondell-Bassell grant to support Cybersecurity. 5. TCLAS Grant | | 6. 2023-2024 school year and Summer 2023. 7. 2023-2024 school year |
| TSI/PSAT/SAT/ASVAB Exams for College readiness | TSI testing for 100% of WOHS students to allow all students the opportunities to take dual credit courses. PSAT/SAT/ASVAB school day tests will be given to students to assist students in preparing for college. University. | Local Testing Budget Dual Credit/ECHS Budgets | Executive Director of Academics Counselors ECHS Coordinator Campus Administration | 1. Fall and Spring semesters 2. 2023-2024 school year |

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|---|---|---|---|--|
| 1. Students in Junior High will attend Discover Your Direction. 2. Students in High School will attend College and Career Conference. 4. CTE and CCMR Audit and tracking system 5. Paxton Patterson College & Career Ready Lab 6. WOHS Summer CTE Grant | 1. 50 students will attend conference. 2. Up to 50 students will attend conference 3. 100% of West Oso ISD graduates will have post-secondary college, career and/or military plan. 4. 100% of graduates will complete their FAFSA application (graduation requirement) 5. Career Craft will conduct a yearly audit to ensure proper coding and adherence to state and federal guidelines. 6. Junior High students will have a hands-on approach to different pathways of study available. 7. TEA awarded WOHS a Summer CTE grant for 20 students to earn a credit in Career Prep and a paid internship of 100 hours. | Perkins funding TAMUCC Grant Local ECHS and CTE Funds TEA Summer CTE Grant Funds- \$50,000 | Counselors Campus Principal Campus Administration Executive Director of Academics AVID teachers TAMUCC-Upward Bound staff TAMUK- Trio Program staff Coastal Compass staff CTE department head | 1. March 2024 2. 2023-2024 school year. 3. Audit will take place in the spring of each year. |

GOAL FIVE: WOISD will attract, develop, support, and retain highly qualified staff to improve academic performance.

STRENGTHS:

- WOISD has outside partnerships with colleges and universities
- Curriculum & Instruction team and campuses provide coaching support for teachers
- WOISD provides mentors for first- and second-year teachers
- Academic stipends for Math/Science, Reading Academy, CRIMSI, mentoring, Bilingual, Adaptive Education
- Curriculum & Instruction team and campuses offer the opportunity to observe others
- Implementing Education and Training pathway at West Oso High School with TEA T-CLAS support
- TASB salary study completed in August 2022 has been utilized to increase equity and market competitiveness. The following actions took place:
 - All salary scales were adjusted for the 2023-2024 school year.
 - Custodial and maintenance personnel were given ten additional vacation days.
 - Minimum salaries for all employees were raised.
 - Years of service were verified for accuracy, so that all employees are being paid according to their specific job duties as well as years of service.
 - All salary schedules are now posted on the West Oso ISD website.

NEEDS:

- Salary increases to stay competitive with surrounding districts
- Post job openings in other areas like social media, job sites
- Partner with other surrounding universities like TAMUK and UTRGV
- Attend job fairs in nearby major cities
- Challenge finding certified Spanish teachers
- Increase morale through celebrations
- Calendar that is more aligned with surrounding districts which allow breaks throughout the year.

GOAL FIVE: WOISD will attract, develop, support, and retain highly qualified staff to improve academic performance.

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

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|---|---|--|--|---|
| Recruit highly qualified teachers through a variety of methods: Work with surrounding universities through the job placement office and Job Fairs, District Job Fair, District Advertisements, ACP Programs, TASA, ESC 2 and Online Recruiting Sites. | 95% of all teaching staff will be fully credentialed in their area of assignment. | Local Budget West Oso swag Literature to pass out | Director of Human Resources Campus Principals | On Going |
| Retain and increase the number of high-performing staff(educators) that qualify for Teacher Incentive Initiative (TIA) | Increase the count of 36 teachers that were allotted TIA during the 2022-2023 school year by 20 during the 2023-2024 school year. Increase retention of highly effective teachers. | Instructional Coaching support Mini-PDs during Teaching and Learning Conference Administrative walkthroughs and observations with feedback | TIA Coordinator Campus administrators | Ongoing throughout the 2023-2024 school year. |
| Conduct surveys to determine professional development needs. | 70% of all staff will complete surveys | Google Forms | <ul style="list-style-type: none"> • C&I Team • Principals | Comprehensive survey given in May. |

| | | | | |
|--|--|------------------------------|--|---|
| | | | | Evaluations after all PDs to determine continued needs. |
| C&I Team will utilize shared district Google Calendars for year-round professional development. | Calendars will reflect 100% of all professional development activities. | Google Calendar | Instructional Technology Coordinator | On going |
| Utilize summative T-TESS evaluation data to determine priorities for professional learning. | August professional learning opportunities will be correlated with teachers needs based on TTESS Evaluations. | Eduphoria | Instructional Technology Coordinator | Analysis will take place in June 2024 |
| Ensure 100% of teaching and paraprofessional instructional staff meet TEA(SBEC) certification requirements by conducting internal HR audits. | Highly skilled and qualified staff assigned at campuses. | TEAL System | HR Director | Throughout the 2023-2024 school year. |
| 95% of all teachers will be fully credentialed in their teaching assignment, on either a Standard or Probationary Certificate. | HR Director will review testing and certification monthly. | TEAL System | HR Director Teachers | Throughout the 2023-2024 school year. |
| Provide support and resources for teachers wanting to gain additional certifications. | Additional standard certifications added to teachers providing highly credentialed and qualified staff on campus | TEAL System | HR Director Principals C&I Department | Throughout the 2023-2024 school year. |
| The T-CLAS Grow Your Own Program allows six current paraprofessionals and/or tutors to complete credentials to become certified teachers. | Coursework completion each semester. Completion of all course and testing requirements. | T-CLAS GYO grant of \$87,000 | Executive Director of Academics HR Director | Funded Spring 2022-Fall 2024 |

| | | | | |
|---|---|---|---|---|
| Host a new teacher academy prior to the beginning of the school year to provide professional development to new teachers and teachers new-to-district in the areas of classroom management, BTA, and district expectations, | 95% of all new teachers will be hired prior to August so that they can participate in the new teacher academy. | Location Employee Handbook Mentor Program Allotment | Curriculum and Instruction Team Principals | The new teacher academy will be held at the beginning of August after all teachers report back for the 2023-2024 school year. |
| Strategically plan the BTA meetings to focus on topics that first year teachers need during that specific timeframe. | The C&I team will implement the first- and second-year teacher induction program that meets 5 times during the school year for first year teachers and four times a year for 2 nd year teachers. Google Forms will be used to evaluate the effectiveness of each session. Sign-in sheets will document attendance. | Schedules Location Manuals Instructional Material-Title II and Curriculum & Instruction Budget | Curriculum & Instruction team Principals | The first session will be held at the beginning of August and the last session will be held at the end of April. |

| Strategy | Measurable (Formative and Summative Evaluation) | Achievable (Resources Needed) | Responsible (Person/s) | Time-Bound |
|---|--|--|---|--|
| 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>The Curriculum & Instruction team will work with principals to connect every first- and second-year teacher with a qualified mentor before the start of school.</p> <p>Mentors and Mentees will participate in 12 hours of professional learning per semester</p> | <p>Seasoned staff members that meet all the requirements.</p> <p>Principal cooperation and input.</p> <p>Mentor Program Allotment provides a \$1,500 stipend for each mentor</p> | <p>Curriculum & Instruction team</p> <p>Principal</p> | Selections must be made no later than the beginning of August. |
| Math/science stipends of \$3,000 per teacher to attract highly qualified educators. | Data of retention rates as well as student achievement growth. | Title II | Human Resource Director | Teachers receive 50% of stipend 12-2023 based on retention. Remaining stipend is based on T-TESS data and retention, distributed 6-2024. |

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

STRENGTHS:

- West Oso ISD accurately projected ADA for the 2023-2024 school year. Therefore, there will not be a negative settle-up at the end of the year as we have had for the previous three years.
- Campus and district administrators work collaboratively with business department on developing yearly budget.
- Ongoing district personnel training on guidelines for state and federal budgets to ensure that district is fully in compliance.
- Professional development throughout the year is based on needs identified through both teacher surveys and student performance data.
- ESSER III funding will continue support tutors, staff, technology, HVAC upgrades for the 2023-2024 school year.
- Technology purchased during the 2020-2021 school year has enabled the district to provide every student with a device.
- Prioritize funding for instructional technology programs
- Tutors used during the day to provide support for struggling students
- Weekly communication between the business departments and other district departments (C&I, Maintenance and Transportation, Food Services)
- Use of commodity codes to ensure consistency of documentation for purchasing.
- The business and curriculum department are receiving quality professional development through Region 20 that will allow coding to be more accurate, improve registration and finance processes.

NEEDS:

- Consistent methods of monitoring budgets and spending across the district.
- Long range technology plan for maintaining and upgrading teacher and student devices.
- Automation of payroll systems.
- Long range facilities plan for maintaining and improving district buildings and grounds.
- Use of position management in Ascender to increase efficiency.
- Use of credit cards to track expenses

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

| 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 collaboratively during Spring 2024 for the 2024-2025 school year. |
| Create district budget negotiables and non-negotiables that outline critical processes and protocols. | Document will be created and shared with all staff. Training will occur with staff to ensure that they understand expectations and protocols. | No costs other than personnel time. Post on district One-Stop Shop | Business Manager Accountant Accounts payable Human Resources | Training in August of 2023 |
| 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. | Budget reviews will show that expenditures are being made according to allowable expenses. At the end of the year, expenses will be reviewed to inform budgeting for the following year. | No additional resources needed | Executive Director of Academics Accountant Business Manager Campus principals | Quarterly, budgets will be reviewed |

| | | | | |
|---|---|--|---|--|
| The business department will develop an Edgar Manual as a reference guide for state and federal spending | The complete book will be developed by the end of 2024 | No additional resources needed | Accountant | Completed by 5-2024 |
| Utilize the Ascender purchasing software to its fully capacity to track purchases received. | Tables will be set up so that payroll processes are automatized. Position management will be set up within Ascender. Timeclock and Ascender will have matching data. | Ascender- Local budget Training from ESC-20 | Campus principals Campus Secretaries Directors Accounts payable/receivable | Completed by 5-2024 |
| The district will form a Facilities committee to develop a five-year facility plan. The committee will consist of district personnel, up to three members of the Board of Trustees, as well as community experts. | Committee will be meet and plan will be developed that outlines: 1. Short term smaller scale projects that can be paid from local funds. 2. Short term larger scale projects that potentially require a loan. 3. Projects that are on a 'wish list' if grant/donor funds came available. | Plan will address potential resources from local, grant, short-term loans, and future bonds. | Board of Trustee members Director of Maintenance Superintendent Chief Financial Officer Financial Advisor | Committee will be formed in Januar, 2024. Plan will be developed by June 2024 |

| | | | | |
|---|---|---|---|-----------------------------|
| | <p>4. Plan for building up fund balance in preparation for a Bond 2026.</p> <p>5. Priorities for Bond 2026 project.</p> | | | |
| <p>Create a multi-faceted approach to improving attendance including:</p> <p>At monthly District Leadership meetings, staff review attendance data and share effective motivational strategies.</p> <p>Implement district-wide incentives</p> <p>Campus attendance committees to address individual truancy issues, develop incentive plans, and address root issues.</p> <p>Education through social media, newsletter and school-based activities.</p> <p>Truancy officer that works closely with the court system.</p> | <p>Increase overall district attendance from 92% in 2022-2023 to at least 93% in 2023-2024</p> | <p>Local funding for attendance incentives</p> <p>Donations</p> | <p>District and campus administration</p> <p>Community in Schools personnel</p> <p>Family Engagement Coordinator</p> <p>Attendance clerks</p> <p>Teachers</p> | <p>August 2023-May 2024</p> |

APPENDIX A:
MEMBERS OF DISTRICT ADVISORY TEAM
2023-2024

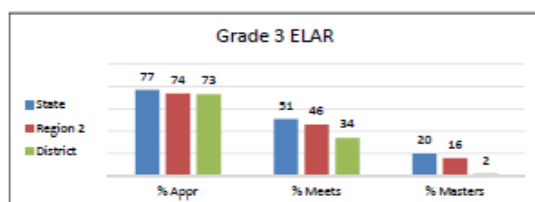
| Administrator | Teacher | Staff | Parent | Students | Business/Community Partner |
|---|---------------------------|-----------------------|------------------------------|------------------------------|---------------------------------------|
| Kimberly Moore Superintendent | Beatrice Zamora JFK | Gregorio Garza WOE | Victoria Hernandez JFK | Luis Marquez WOHS Student | Faye Bruun TAMUCC |
| RJ Alvarado Executive Director | Rosa Ortega WOE | | Trisha Torres JFK | Jada King WOHS Student | Margaret Dechant TAMUCC |
| Belinda Gamez Human Resource Director | Hilario Gonzales WOE | | Alma Jones WOE | Megan Robles WOHS Student | April Jasso TAMUCC Upward Bound |
| Roxanna Martinez JFK Principal | Kimberly Hamling WOE | | Donna Lopez WOJH | | Jasmin Gomez TAMUCC Upward Bound |
| Marcy Davis WOE Principal | Gabriela Franco WOE | | Minnie Smith WOJH | | Lisa Robertson C.C. Medical Center |
| Dana Moore WOJH Principal | Christina Camps WOJH | | Eddie Jackson-Mathis WOHS | | Ann Vlack Education to Employment |
| Terry Avery WOHS Principal | Marisa Reyes WOJH | | Valerie Ramirez WOHS | | Korinne Caruso Del Mar |
| Lindie Hagdorn Instr. Technology Specialist | Donato Avila WOHS | | Priscilla Vela WOHS | | Pauline Teran AEP |
| Rhonda Garcia Assess., Account. & Adv. Academic Coordinator | Katrina Alejandro WOHS | | | | Suraida James Gulf Reach Institute |
| Samantha Garibay Parent & Family Eng. Coord. | Amanda Salinas WOHS | | | | Miguel Lopez Driscoll Health |
| Ann Whiteside Curriculum & Instruction | Drusilla Lomas WOHS | | | | Luis Rodriguez Workforce Solutions |
| | Alexander Leo WOHS | | | | |

APPENDIX B:
SUPPORTING DOCUMENTS

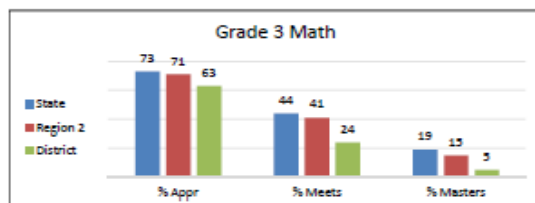
- [2022-2023 Student Handbook](#)
- [Teen Violence PD PowerPoint](#)
- [2022-2023 Employee Handbook](#)
- [Cyberbullying Training](#)
- [Suicide Prevention Training](#)
- [Suicide Prevention, Intervention, and Post-Intervention Handbook](#)
- [School Emergency Management Training](#)
- [Sex Trafficking Training](#)
- [Emergency Operations Procedures 2022-2023](#)
- [WOISD Discipline Chart/Plan 2022-2023](#)
- [DAEP Handbook 2022-2023](#)
- [Threat Assessment Training](#)
- [Student Code of Conduct](#)
- [Duties of SRO \(CKE\)](#)
- [Dyslexia Treatment](#)

APPENDIX C: STUDENT ACHIEVEMENT TEA STAAR-EOC DATA: WEST OSO ELEMENTARY

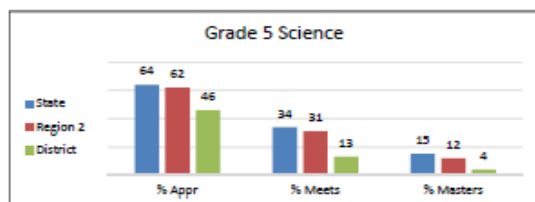
| Grade 3 ELAR | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 77 | 51 | 20 |
| Region 2 | 74 | 46 | 16 |
| District | 73 | 34 | 2 |



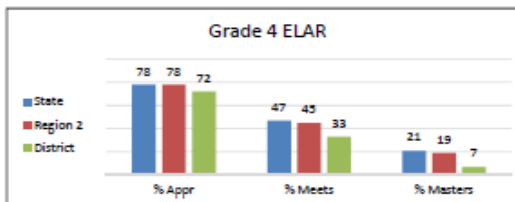
| Grade 3 Math | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 73 | 44 | 19 |
| Region 2 | 71 | 41 | 15 |
| District | 63 | 24 | 5 |



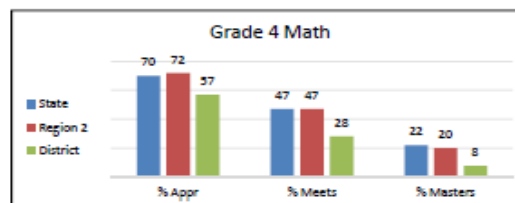
| Grade 5 Science | % Appr | % Meets | % Masters |
|-----------------|--------|---------|-----------|
| State | 64 | 34 | 15 |
| Region 2 | 62 | 31 | 12 |
| District | 46 | 13 | 4 |



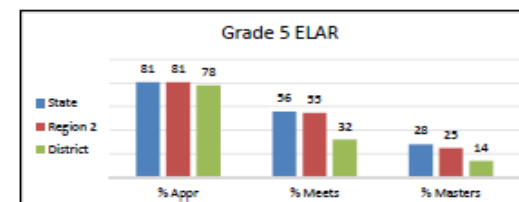
| Grade 4 ELAR | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 78 | 47 | 21 |
| Region 2 | 78 | 45 | 19 |
| District | 72 | 33 | 7 |



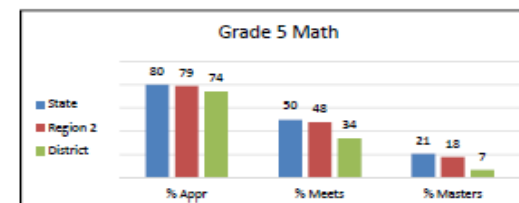
| Grade 4 Math | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 70 | 47 | 22 |
| Region 2 | 72 | 47 | 20 |
| District | 57 | 28 | 8 |



| Grade 5 ELAR | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 81 | 56 | 28 |
| Region 2 | 81 | 55 | 25 |
| District | 78 | 32 | 14 |

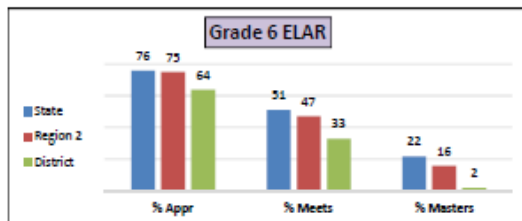


| Grade 5 Math | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 80 | 50 | 21 |
| Region 2 | 79 | 48 | 18 |
| District | 74 | 34 | 7 |

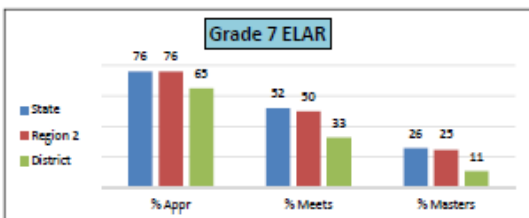


APPENDIX C: STUDENT ACHIEVEMENT TEA STAAR-EOC DATA: WEST OSO JUNIOR HIGH

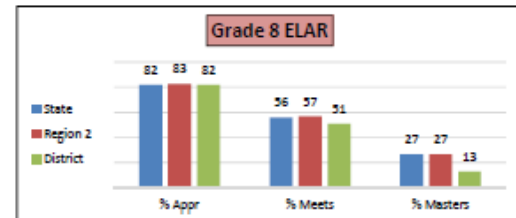
| Grade 6 ELAR | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 76 | 51 | 22 |
| Region 2 | 75 | 47 | 16 |
| District | 64 | 33 | 2 |



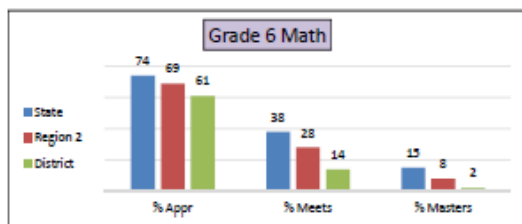
| Grade 7 ELAR | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 76 | 52 | 26 |
| Region 2 | 76 | 50 | 25 |
| District | 65 | 33 | 11 |



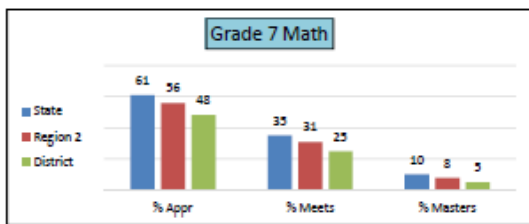
| Grade 8 ELAR | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 82 | 56 | 27 |
| Region 2 | 83 | 57 | 27 |
| District | 82 | 51 | 13 |



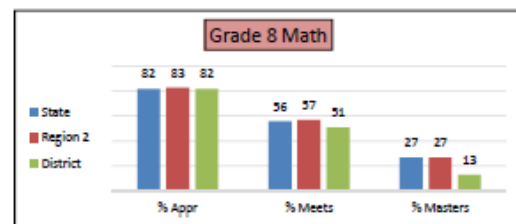
| Grade 6 Math | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 74 | 38 | 15 |
| Region 2 | 69 | 28 | 8 |
| District | 61 | 14 | 2 |



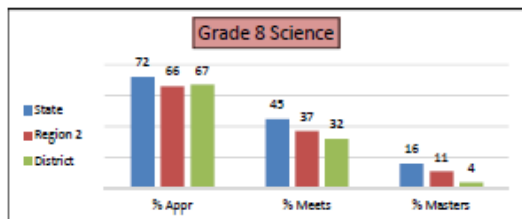
| Grade 7 Math | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 61 | 35 | 10 |
| Region 2 | 56 | 31 | 8 |
| District | 48 | 25 | 5 |



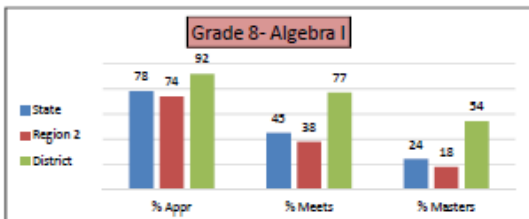
| Grade 8 Math | % Appr | % Meets | % Masters |
|--------------|--------|---------|-----------|
| State | 82 | 56 | 27 |
| Region 2 | 83 | 57 | 27 |
| District | 82 | 51 | 13 |



| Grade 8 Science | % Appr | % Meets | % Masters |
|-----------------|--------|---------|-----------|
| State | 72 | 45 | 16 |
| Region 2 | 66 | 37 | 11 |
| District | 67 | 32 | 4 |

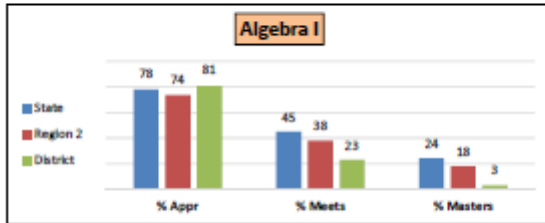


| Grade 8 Algebra I | % Appr | % Meets | % Masters |
|-------------------|--------|---------|-----------|
| State | 78 | 45 | 24 |
| Region 2 | 74 | 38 | 18 |
| District | 92 | 77 | 54 |

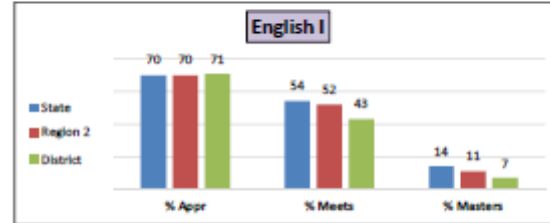


APPENDIX C: STUDENT ACHIEVEMENT TEA STAAR-EOC DATA: WEST OSO HIGH SCHOOL

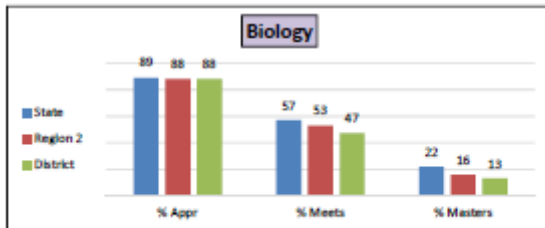
| Algebra I | % Appr | % Meets | % Masters |
|-----------|--------|---------|-----------|
| State | 78 | 45 | 24 |
| Region 2 | 74 | 38 | 18 |
| District | 81 | 23 | 3 |



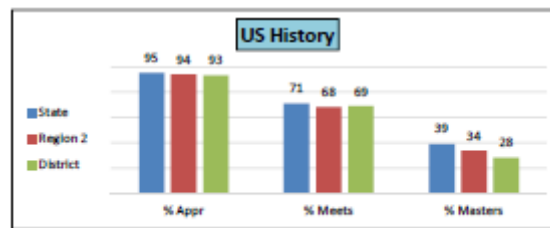
| English I | % Appr | % Meets | % Masters |
|-----------|--------|---------|-----------|
| State | 70 | 54 | 14 |
| Region 2 | 70 | 52 | 11 |
| District | 71 | 43 | 7 |



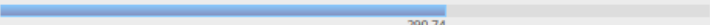
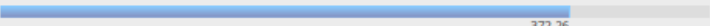
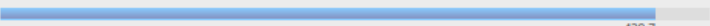


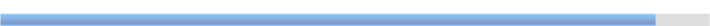
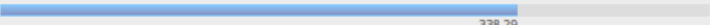
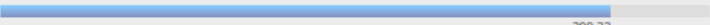
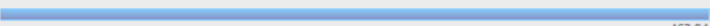



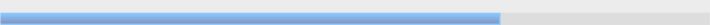
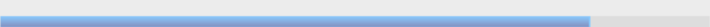
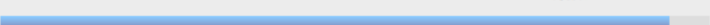
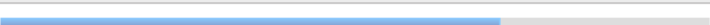


| Biology | % Appr | % Meets | % Masters |
|----------|--------|---------|-----------|
| State | 89 | 57 | 22 |
| Region 2 | 88 | 53 | 16 |
| District | 88 | 47 | 13 |



| US History | % Appr | % Meets | % Masters |
|------------|--------|---------|-----------|
| State | 95 | 71 | 39 |
| Region 2 | 94 | 68 | 34 |
| District | 93 | 69 | 28 |



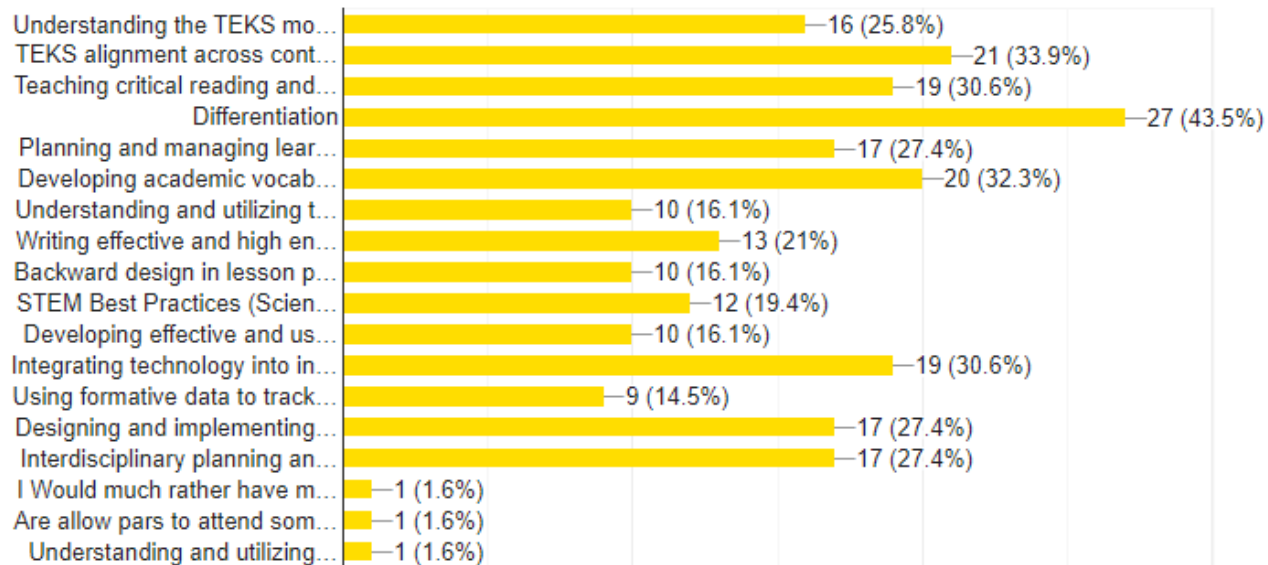
APPENDIX C: K-2 EARLY LITERACY DATA: AMPLIFY DATA

| School | Mean Score | Total Students |
|--|---|----------------|
| West Oso Ind School District Current as of 10/21/2023 | | |
| Grade K | Reference Data Reference Point: District | |
| | 22-23 BOY  290.74 | 125 |
| | 22-23 MOY  372.26 | 125 |
| | 22-23 EOY  429.7 | 132 |
| John F Kennedy Elementary | 22-23 BOY  290.74 | 125 |
| | 22-23 MOY  372.26 | 125 |
| | 22-23 EOY  429.7 | 132 |
| Grade 1 | Reference Data Reference Point: District | |
| | 22-23 BOY  338.29 | 164 |
| | 22-23 MOY  399.33 | 159 |
| | 22-23 EOY  463.84 | 161 |
| John F Kennedy Elementary | 22-23 BOY  338.29 | 164 |
| | 22-23 MOY  399.33 | 159 |
| | 22-23 EOY  463.84 | 161 |
| Grade 2 | Reference Data Reference Point: District | |
| | 22-23 BOY  325.84 | 129 |
| | 22-23 MOY  385.46 | 129 |
| | 22-23 EOY  438.58 | 132 |
| John F Kennedy Elementary | 22-23 BOY  325.84 | 129 |
| | 22-23 MOY  385.46 | 129 |
| | 22-23 EOY  438.58 | 132 |

APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

WHAT TOPICS MOST INTEREST YOU IN TERMS OF PROFESSIONAL LEARNING NEEDS?

- | | |
|--|--|
| <input type="checkbox"/> Understanding the TEKS more deeply (including vertical alignment) | <input type="checkbox"/> Backward design in lesson planning |
| <input type="checkbox"/> TEKS alignment across content areas | <input type="checkbox"/> STEM Best Practices (Science, Technology, Engineering, Math) |
| <input type="checkbox"/> Teaching critical reading and/or writing skills | <input type="checkbox"/> Developing effective and useful formative assessments |
| <input type="checkbox"/> Differentiation | <input type="checkbox"/> Integrating technology into instruction |
| <input type="checkbox"/> Planning and managing learning stations in the classroom (K-12) | <input type="checkbox"/> Using formative data to track student progress and adjust instruction |
| <input type="checkbox"/> Developing academic vocabulary in students | <input type="checkbox"/> Designing and implementing stations |
| <input type="checkbox"/> Understanding and utilizing the TEKS Resources System (our curriculum) more fully | <input type="checkbox"/> Interdisciplinary planning and teaching |
| <input type="checkbox"/> Writing effective and high engagement lesson plans | |



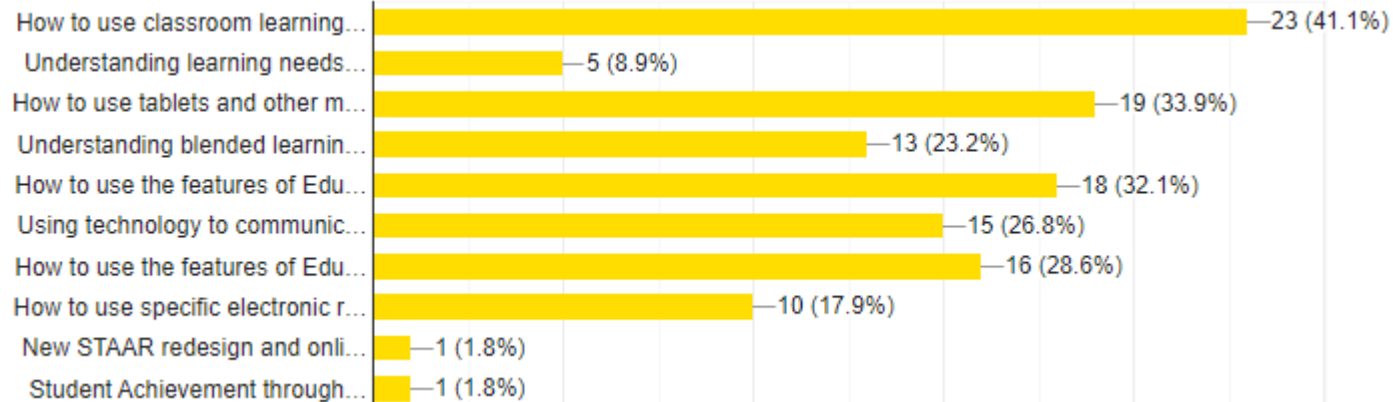
APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

WHAT TOPICS MOST INTEREST YOU IN TERMS OF PROFESSIONAL LEARNING NEEDS?

Technology: What topics most interest you in terms of professional development needs?

Select all that apply.

- ☐ How to use classroom learning tools, such as smart boards, student response systems to improve learning
- ☐ How to use tablets and other mobile devices to enhance student learning and engagement
- ☐ Understanding learning needs of "digital natives"
- ☐ How to use the features of Eduphoria for data informed decision making (Aware)
- ☐ How to use the features of Eduphoria to create assessments (Aware)
- ☐ Understanding blended learning/personalized learning
- ☐ Using technology to communicate with parents, students, and community
- ☐ How to use specific electronic resources



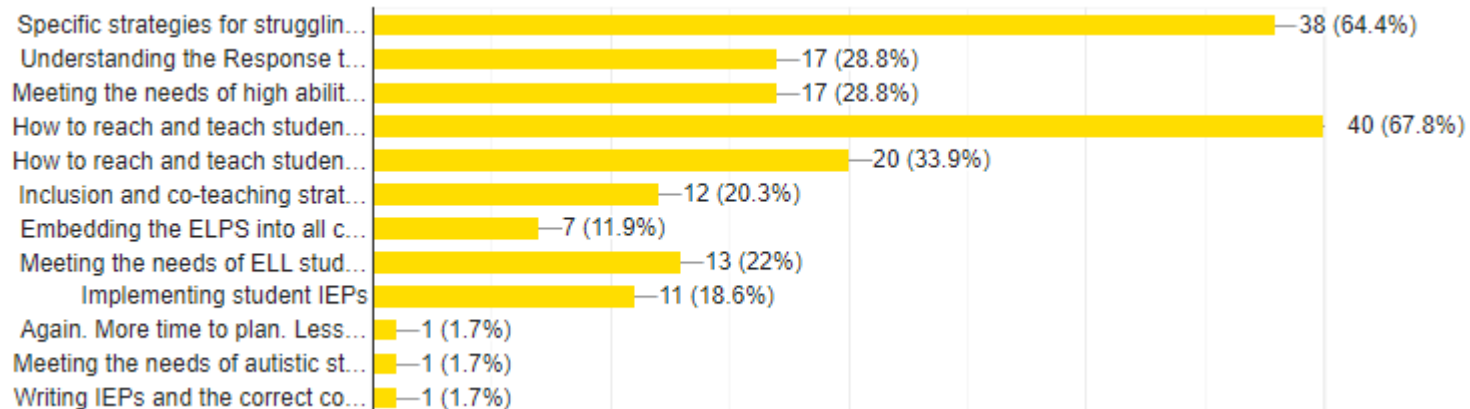
APPENDIX D: PROFESSIONAL DEVELOPMENT SURVEY

WHAT TOPICS MOST INTEREST YOU IN TERMS OF PROFESSIONAL LEARNING NEEDS?

Special Populations: What topics most interest you in terms of professional development needs?

Select all that apply.

- ☐ Specific strategies for struggling students
- ☐ Understanding the Response to Interventions (RtI) Process
- ☐ Meeting the needs of high ability or high performing students
- ☐ How to reach and teach students with challenging behavior
- ☐ How to reach and teach students with special learning needs
- ☐ Inclusion and co-teaching strategies and best practices
- ☐ Embedding the ELPS into all content areas (ELL students)
- ☐ Meeting the needs of ELL students through Sheltered Instruction strategies
- ☐ Implementing student IEPs



APPENDIX E:
FINANCE DATA

| | District | | | | | |
|--|---------------------|----------------|-----------------|---------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student |
| Operating Revenue | | | | | | |
| Local Property Tax from M&O (excluding recapture) | \$8,554,405 | 37.68% | \$4,356 | \$8,554,405 | 37.60% | \$4,356 |
| State Operating Funds | \$12,137,446 | 53.47% | \$6,180 | \$12,137,446 | 53.35% | \$6,180 |
| Federal Funds | \$1,943,681 | 8.56% | \$990 | \$1,943,681 | 8.54% | \$990 |
| Other Local | \$65,530 | 0.29% | \$33 | \$115,530 | 0.51% | \$59 |
| Total Operating Revenue | \$22,701,062 | 100.00% | \$11,559 | \$22,751,062 | 100.00% | \$11,584 |
| Other Revenue | | | | | | |
| Local Property Tax from I&S | \$0 | 0.00% | \$0 | \$2,700,228 | 99.97% | \$1,375 |
| State Assistance for Debt Service | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Misc Rev Debt Service Fund (F599) | \$0 | 0.00% | \$0 | \$750 | 0.03% | \$0 |
| Other Receipts (excluding debt service financing) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Other Revenue | \$0 | 0.00% | \$0 | \$2,700,978 | 100.00% | \$1,375 |
| Total Operating and Other Revenue | \$22,701,062 | 100.00% | \$11,559 | \$25,452,040 | 100.00% | \$12,959 |
| Recapture Revenue | | | | | | |
| Local Property Tax Recaptured | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Recaptured Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Operating Other and Recaptured Revenue | \$22,701,062 | 100.00% | \$11,559 | \$25,452,040 | 100.00% | \$12,959 |
| Debt Service Financing and TRS Estimate Revenue | | | | | | |
| Debt Service Financing Related Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Estimated State TRS Contributions | \$889,717 | 100.00% | \$453 | \$889,717 | 100.00% | \$453 |
| Total Debt Service Financing and TRS Estimate Revenue | \$889,717 | 100.00% | \$453 | \$889,717 | 100.00% | \$453 |
| Total Operating Other Debt Service Financing and TRS Estimate Revenue (excluding recapture) | \$23,590,779 | 100.00% | \$12,012 | \$26,341,757 | 100.00% | \$13,412 |

| | | | | | | |
|---|---------------------|----------------|-----------------|---------------------|----------------|-----------------|
| Operating Expenditures by Object (61xx-64xx only) | | | | | | |
| Payroll Expenditures (Object 61xx) | \$15,390,204 | 70.49% | \$7,836 | \$15,390,204 | 70.33% | \$7,836 |
| Professional & Contracted Services (Object 62xx) | \$3,135,250 | 14.36% | \$1,596 | \$3,135,250 | 14.33% | \$1,596 |
| Supplies & Materials (Object 63xx) | \$1,776,058 | 8.13% | \$904 | \$1,826,058 | 8.34% | \$930 |
| Other Operating Expenditures (Object 64xx) | \$1,530,996 | 7.01% | \$780 | \$1,530,996 | 7.00% | \$780 |
| Total Operating Expenditures by Object | \$21,832,508 | 100.00% | \$11,116 | \$21,882,508 | 100.00% | \$11,142 |
| Non-Operating Expenditures by Object | | | | | | |
| Capital Outlay (Object 61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Debt Services (Object 65xx) | \$315,296 | 52.77% | \$161 | \$3,073,859 | 91.59% | \$1,565 |
| Capital Outlay (Object 66xx) | \$282,140 | 47.23% | \$144 | \$282,140 | 8.41% | \$144 |
| Total Non-Operating Expenditures by Object | \$597,436 | 100.00% | \$304 | \$3,355,999 | 100.00% | \$1,709 |
| Total Operating and Non-Operating Expenditures by Object | \$22,429,944 | 100.00% | \$11,421 | \$25,238,507 | 100.00% | \$12,851 |
| Operating Expenditures by Function (61xx-64xx only) | | | | | | |
| Instruction (Function 11,95) | \$10,712,590 | 49.07% | \$5,454 | \$10,712,590 | 48.96% | \$5,454 |
| Instructional Resources & Media Services (Function 12) | \$368,721 | 1.69% | \$188 | \$368,721 | 1.69% | \$188 |
| Curriculum & Staff Development (Function 13) | \$371,219 | 1.70% | \$189 | \$371,219 | 1.70% | \$189 |
| Instructional Leadership (Function 21) | \$287,317 | 1.32% | \$146 | \$287,317 | 1.31% | \$146 |
| School Leadership (Function 23) | \$1,013,990 | 4.64% | \$516 | \$1,013,990 | 4.63% | \$516 |
| Guidance Counseling Services (Function 31) | \$833,336 | 3.82% | \$424 | \$833,336 | 3.81% | \$424 |
| Social Work Services (Function 32) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Health Services (Function 33) | \$161,453 | 0.74% | \$82 | \$161,453 | 0.74% | \$82 |
| Transportation (Function 34) | \$539,749 | 2.47% | \$275 | \$539,749 | 2.47% | \$275 |
| Food Services (Function 35) | \$1,268,100 | 5.81% | \$646 | \$1,318,100 | 6.02% | \$671 |
| Extracurricular (Function 36) | \$658,710 | 3.02% | \$335 | \$658,710 | 3.01% | \$335 |
| General Administration (Function 41,92) | \$1,230,133 | 5.63% | \$626 | \$1,230,133 | 5.62% | \$626 |
| Facilities Maintenance & Operations (Function 51) | \$3,857,965 | 17.67% | \$1,964 | \$3,857,965 | 17.63% | \$1,964 |
| Security & Monitoring Services (Function 52) | \$304,340 | 1.39% | \$155 | \$304,340 | 1.39% | \$155 |
| Data Processing Services (Function 53) | \$218,855 | 1.00% | \$111 | \$218,855 | 1.00% | \$111 |
| Community Services (Function 61) | \$6,030 | 0.03% | \$3 | \$6,030 | 0.03% | \$3 |
| Fund Raising CHARTER SCHOOLS ONLY (Function 81) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Operating Expenditures by Function | \$21,832,508 | 100.00% | \$11,116 | \$21,882,508 | 100.00% | \$11,142 |
| Non-Operating Expenditures by Function | | | | | | |
| Non-Operating Expenditures by Function (81) (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Non-Operating Expenditures by Function (1x-9x) (65xx) | \$315,296 | 52.77% | \$161 | \$3,073,859 | 91.59% | \$1,565 |
| Non-Operating Expenditures by Function (1x-9x) (66xx) | \$282,140 | 47.23% | \$144 | \$282,140 | 8.41% | \$144 |
| Total Non-Operating Expenditures by Function | \$597,436 | 100.00% | \$304 | \$3,355,999 | 100.00% | \$1,709 |
| Total Operating and Non-Operating Expenditures by Function | \$22,429,944 | 100.00% | \$11,421 | \$25,238,507 | 100.00% | \$12,851 |

| Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only) | | | | | | |
|--|---------------------|----------------|-----------------|---------------------|----------------|-----------------|
| Basic Educational Services (PIC 11) | \$7,710,013 | 35.31% | \$3,926 | \$7,710,013 | 35.23% | \$3,926 |
| Gifted and Talented (PIC 21) | \$9,000 | 0.04% | \$5 | \$9,000 | 0.04% | \$5 |
| Career and Technical (PIC 22) | \$472,514 | 2.16% | \$241 | \$472,514 | 2.16% | \$241 |
| Students with Disabilities (PICs 23,33) | \$3,198,015 | 14.65% | \$1,628 | \$3,198,015 | 14.61% | \$1,628 |
| State Compensatory Education (PICs 24,26,28,29,30,34) | \$351,570 | 1.61% | \$179 | \$351,570 | 1.61% | \$179 |
| Bilingual (PICs 25,35) | \$62,763 | 0.29% | \$32 | \$62,763 | 0.29% | \$32 |
| High School Allotment (PIC 31) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| PreKindergarten (PIC 32) | \$269,012 | 1.23% | \$137 | \$269,012 | 1.23% | \$137 |
| Athletics/Related Activities (PIC 91) | \$313,126 | 1.43% | \$159 | \$313,126 | 1.43% | \$159 |
| Un-Allocated (PIC 99) | \$7,686,962 | 35.21% | \$3,914 | \$7,736,962 | 35.36% | \$3,939 |
| Total Operating Expenditures by Program Intent Code (PIC) | \$21,832,508 | 100.00% | \$11,116 | \$21,882,508 | 100.00% | \$11,142 |
| Non-Operating Expenditures by PIC | | | | | | |
| Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Non-Operating Expenditures by PIC (1x-9x) (65xx) | \$315,296 | 52.77% | \$161 | \$3,073,859 | 91.59% | \$1,565 |
| Non-Operating Expenditures by PIC (1x-9x) (66xx) | \$282,140 | 47.23% | \$144 | \$282,140 | 8.41% | \$144 |
| Total Non-Operating Expenditures by Program Intent Code (PIC) | \$597,436 | 100.00% | \$304 | \$3,355,999 | 100.00% | \$1,709 |
| Total Operating and Non-Operating Expenditures by Program Intent Code (PIC) | \$22,429,944 | 100.00% | \$11,421 | \$25,238,507 | 100.00% | \$12,851 |
| Total Disbursements | | | | | | |
| Operating Expenditures | \$21,832,508 | 96.07% | \$11,116 | \$21,882,508 | 85.70% | \$11,142 |
| Recapture | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Other Uses | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Intergovernmental Charge | \$296,123 | 1.30% | \$151 | \$296,123 | 1.16% | \$151 |
| Capital Outlay (Object 61xx-64xx) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Debt Service (Object 6500) | \$315,296 | 1.39% | \$161 | \$3,073,859 | 12.04% | \$1,565 |
| Capital Projects (Object 6600) | \$282,140 | 1.24% | \$144 | \$282,140 | 1.10% | \$144 |
| Total Disbursements | \$22,726,067 | 100.00% | \$11,571 | \$25,534,630 | 100.00% | \$13,001 |

| TITLE I BUDGET 2023-2024 BUDGET | |
|------------------------------------|------------|
| CENTRAL OFFICE | |
| CO PAYROLL | 63,901 |
| SUPPLIES & MATERIALS OFFICE | 2,500 |
| TRAVEL CO STAFF | 2,500.00 |
| PARENTAL INVOLVMENT SUPPLIES | 250 |
| | |
| TOTAL > CENTRAL OFFICE | \$75,357 |
| JFK ELEMENTARY SCHOOL | |
| JFK PAYROLL | 80,094 |
| PAYROLL TUTORIALS > JFK | 0 |
| ESC 2 SERVICES | 6,000 |
| CAMPUS SUPPLIES & MATERIALS STS | 22,000 |
| TRAVEL > STAFF | 2,500.00 |
| PARENTAL INVOLVMENT MATERIALS | 1,000.00 |
| PARENTAL INVOLVMENT TRAVEL | 250 |
| | |
| TOTAL > CAMPUS ALLOTMENT | \$ 120,844 |

| TITLE I BUDGET 2023-2024 | |
|---------------------------------|-----------------------|
| WEST OSO ELEMENTARY SCHOOL | |
| FUND CODE: 211 | 2021-2022 ESSA BUDGET |
| WOE PAYROLL | 262,170 |
| ESC 2 SERVICES- WOE STAFF | 6,000 |
| CAMPUS SUPPLIES & MATERIALS STS | 22.500 |
| TRAVEL > STAFF | 2,500.00 |
| PARENTAL INVOLVMENT MATERIALS | 1,000.00 |
| PARENTAL INVOLVMENT TRAVEL | 500.00 |
| TOTAL > CAMPUS ALLOTMENT | 294,420 |
| WEST OSO JUNIOR HIGH SCHOOL | |
| PAYROLL WOJH | 170,034.50 |
| PAYROLL TUTORIALS > WOJH | 25,000 |
| ESC 2 SERVICES- WOJH STAFF | 6,000 |
| CAMPUS SUPPLIES & MATERIALS STS | 22,000 |
| TRAVEL > STAFF | 2,500.00 |
| PARENTAL INVOLVMENT MATERIALS | 500.00 |
| PARENTAL INVOLVMENT TRAVEL | 500.00 |
| TOTAL > CAMPUS ALLOTMENT | \$ 226,284.50 |

| TITLE I BUDGET 2023-2024 | |
|---|-----------------------|
| WEST OSO HIGH SCHOOL | |
| FUND CODE: 211 | 2021-2022 ESSA BUDGET |
| PAYROLL WOHS | 222,843.50 |
| PAYROLL TUTORIALS > WOHS | 25,000 |
| ESC 2 SERVICES- WOHS STAFF | 6,000 |
| CAMPUS SUPPLIES & MATERIALS STS | 23,500 |
| TRAVEL > STAFF | 2,500.00 |
| PARENTAL INVOLVMENT MATERIALS | 500.00 |
| PARENTAL INVOLVMENT TRAVEL | 250.00 |
| TOTAL > CAMPUS ALLOTMENT | 280,593.50 |
| Summer School | 25,000 |
| West Oso ISD Title I Funds for 2023-2024 | 1,022,498 |

APPENDIX E:
FINANCE DATA
PERSONNEL FUNDED THROUGH FEDERAL BUDGETS

| Title I Salaries (211) 2023-2024 | | |
|-------------------------------------|---|------------------------|
| Name | Position | Campus |
| Dr. Criselda Castillo | EL Coordinator/ELAR Teacher WOHS | Central Office/HS |
| Ms. Crystal Delagarza | Secondary Instructional Facilitator | WOJH and WOHS |
| Ms. Samantha Garibay | Family and Parent Engagement Coordinator | Central Office .5 time |
| Ms. Carlina Davis | Third grade teacher | WOE |
| Martha Torres | Second grade teacher | JFK |
| Ms. Rosa Ortega (WOE) | Third grade teacher | WOE |
| Ms. Elizabeth Garcia | Fourth grade teacher | WOE |
| Ms. Marissa Hernandez | Fourth grade teacher | WOE |
| Jennifer Holmes | Seventh grade math teacher | WOJH |
| Elizabeth Marley | Sixth grade ELAR teacher | WOJH |
| Melany Solis | High School Science teacher | WOHS |
| Cassandra Robertson | High School Biology teacher | WOHS |

Title II Salaries (255)
2023-2024

| Name | Position | Campus |
|---------------|---------------------|--------|
| Linda Perkins | First Grade Teacher | JFK |

21st Century ACE Grant Salaries
2023-2024

| Name | Position | Campus |
|-----------------------|----------------------|------------|
| Gracie Stillman | ACE Project Director | CO |
| Laura Carabajal (JFK) | Site Coordinator | JFK |
| Destiny Solis (WOE) | Site Coordinator | WOE |
| Aaron Rodriguez | Site Coordinator | WOJH |
| Samantha Garibay | Program Specialist | .5 time CO |

Special Education (224)
2023-2024

| Name | Position | Campus |
|------------------|----------------------------|-------------|
| Eduvina Luna | Inclusion Paraprofessional | WOE |
| Sara Velasquez | Inclusion Teacher | JFK |
| Clarissa Carrion | Inclusion Teacher | WOE |
| Ashley Humada | Inclusion Teacher | High School |
| Maria Vega | Inclusion Paraprofessional | JFK |

ESSER III (282)

2023-2024

| Name | Position | Campus |
|---------------------|-------------------------|--------|
| Veronica Stevens | 3rd grade Teacher | WOE |
| Rose Harris | 5th grade Teacher | WOE |
| Araceli Sosa | 5th Grade Teacher | WOE |
| Laura Noyola | Technology Apps Teacher | WOJH |
| Alexander Turner | Social Studies Teacher | WOHS |
| Amanda Cloud | Mathematics Teacher | WOHS |
| Jennifer Tedeschi | Mathematics Teacher | WOHS |
| Lorena Gonzalez | Kindergarten Teacher | JFK |
| Stephanie Starry | Second Grade Teacher | JFK |
| Jacqueline Martinez | Math Teacher | WOJH |
| Keri Graves | ELAR Teacher | WOJH |
| Anneliza Revels | Social Studies Teacher | WOJH |

APPENDIX E: FINANCE DATA

ESSER III BUDGET

| Category | | Cost per year | # | Total |
|--------------------------------|---|---------------|----|-----------------------|
| Payroll | Twelve teachers | \$62,000 | 12 | 744,000 |
| | Tutors Retired 23-24 | \$105,000 | 1 | \$105,000 |
| Technology | Supplies & Equipment | \$56,000 | 1 | \$56,000 |
| Instruction | General Supplies, ECHS, Health Science, Dual Credit, STEM | | 1 | \$38,369 |
| | JFK Library Renovation | \$30,000 | 1 | \$30,000 |
| | CIS | \$70,000 | 1 | \$70,000 |
| | AVID | \$13,500 | 1 | \$13,500 |
| Maintenance | HVAC Control Systems | | 1 | \$510,000 |
| Total Budgeted Expenses | | | | \$1,566,869.00 |
| Total Remaining Funds | | | | \$1,566,869.00 |
| Difference | | | | 0 |

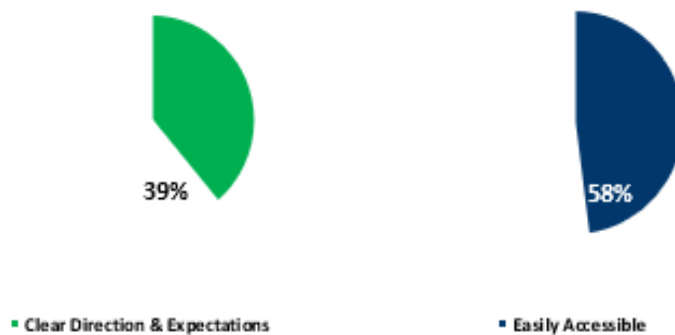
APPENDIX F:
CLIMATE SURVEY



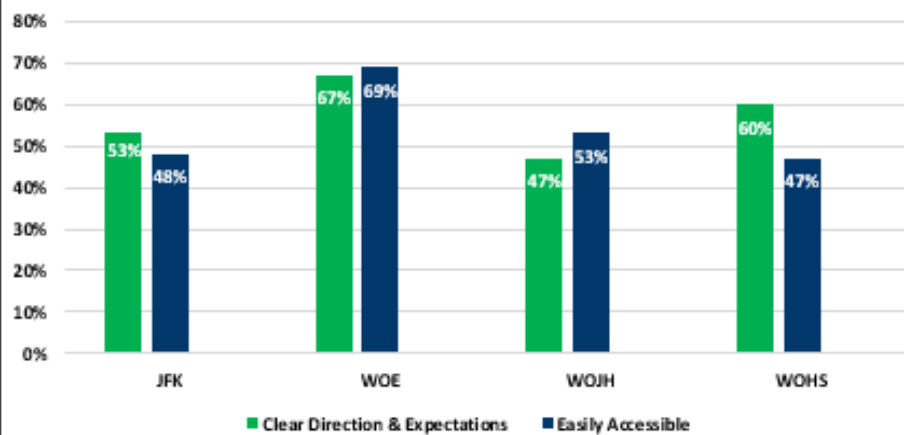
WOISD
Business Office
Climate Survey Results
2022-2023



Business Office
District Wide Approval Rating



Business Office
Approval Rating per Campus



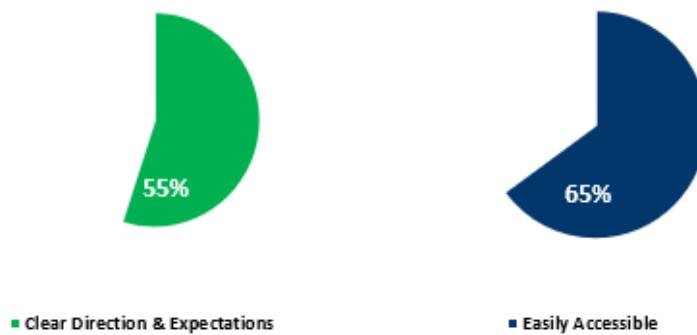
APPENDIX F:
CLIMATE SURVEY



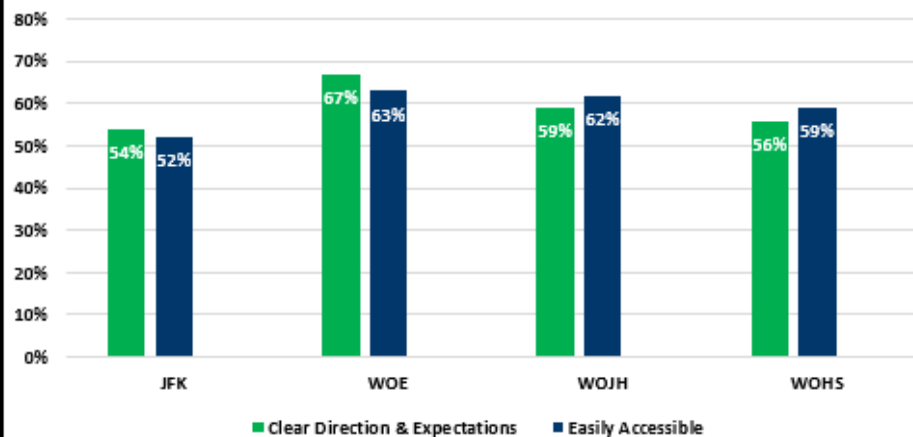
WOISD
Maintenance/Transportation
Climate Survey Results
2022-2023



Maintenance & Transportation
District Wide Approval Rating



Maintenance & Transportation
Approval Rating per Campus



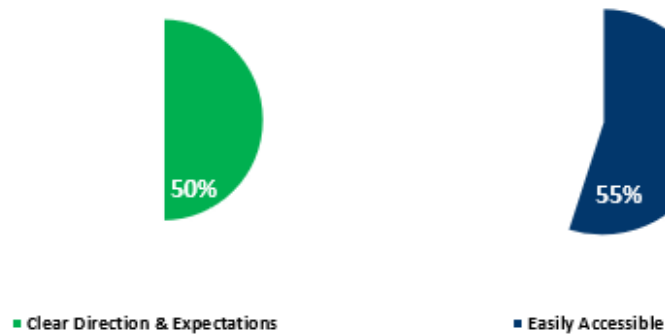
APPENDIX F:
CLIMATE SURVEY



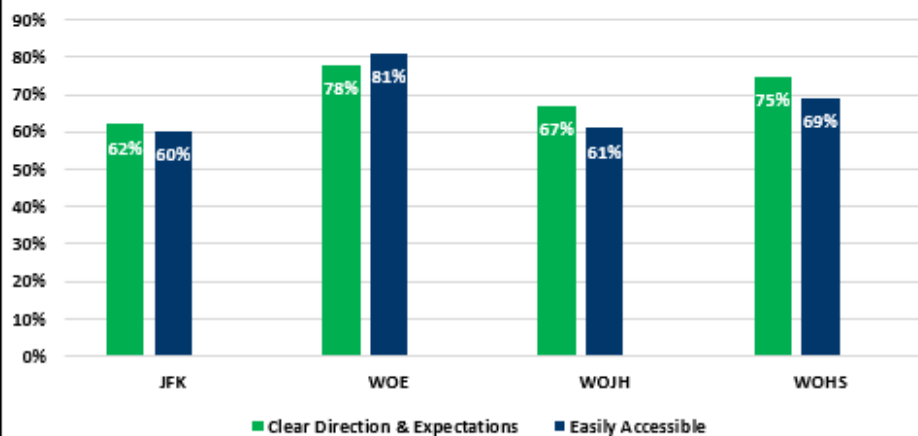
WOISD
Special Education
Climate Survey Results
2022-2023



Special Education
District Wide Approval Rating



Special Education
Approval Rating per Campus



APPENDIX F:
CLIMATE SURVEY

**INSTRUCTIONAL
MATERIALS
SUPPORT**

**WOISD
Instructional Materials Support
Climate Survey Results
2022-2023**

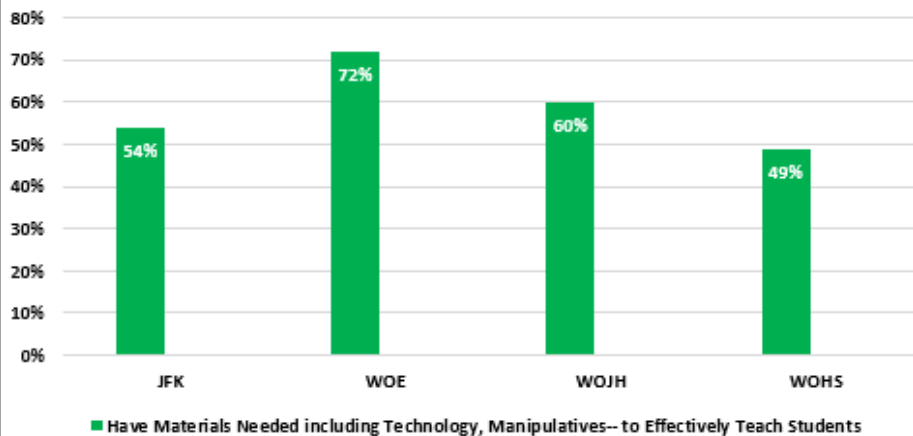


**Instructional Materials Support
District Wide Approval Rating**



■ Teachers Have Materials Needed including Technology, Manipulatives-- to Effectively Teach Students

**Instructional Materials Support
Approval Rating per Campus**



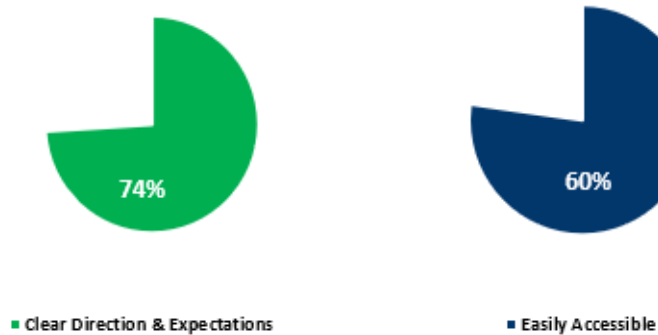
APPENDIX F:
CLIMATE SURVEY



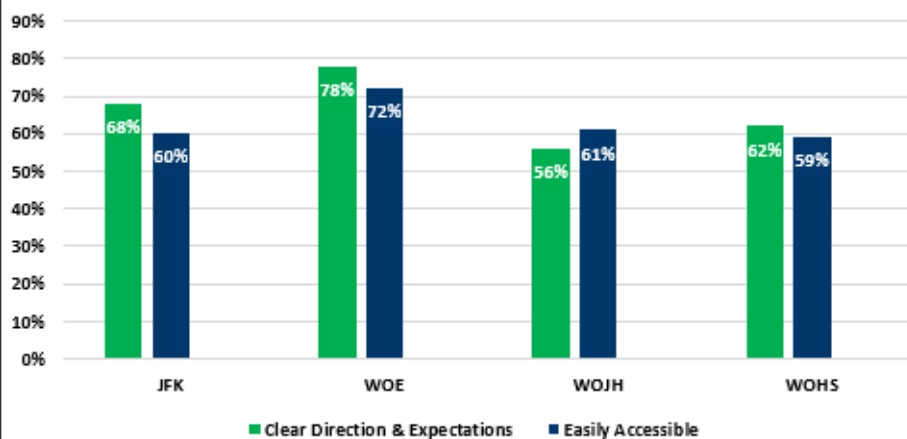
**WOISD
District
Climate Survey Results
2022-2023**



District Wide Approval Rating



**District
Approval Rating per Campus**



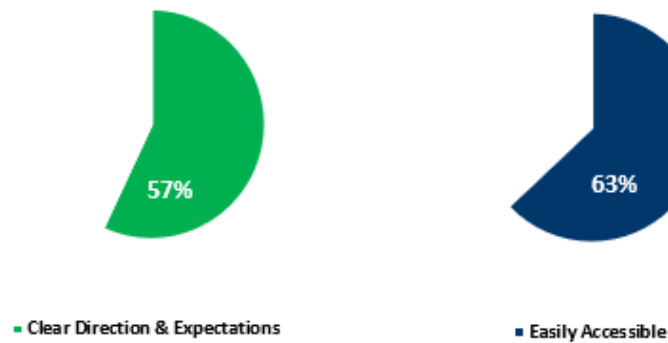
APPENDIX F:
CLIMATE SURVEY



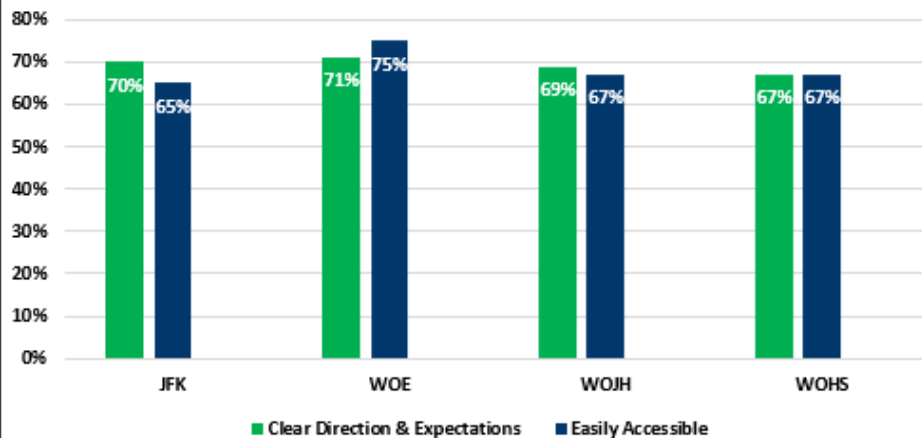
WOISD
Curriculum & Instruction
Climate Survey Results
2022-2023



Curriculum & Instruction
District Wide Approval Rating

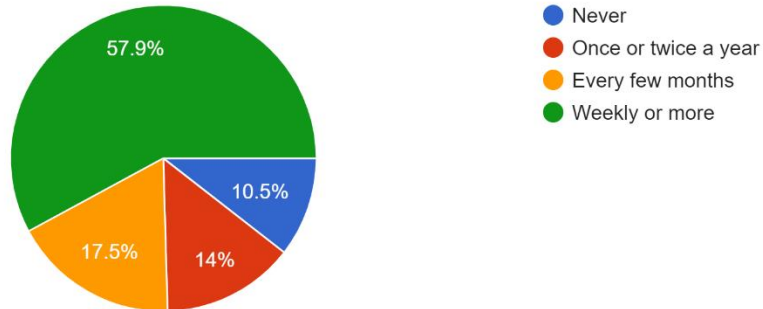


Curriculum & Instruction
Approval Rating per Campus

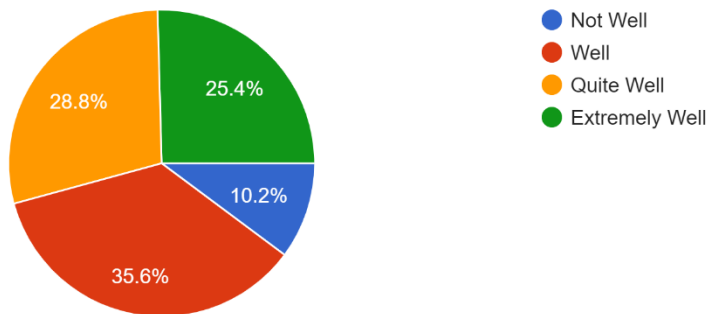


APPENDIX G:
PARENTAL INVOLVEMENT SURVEY

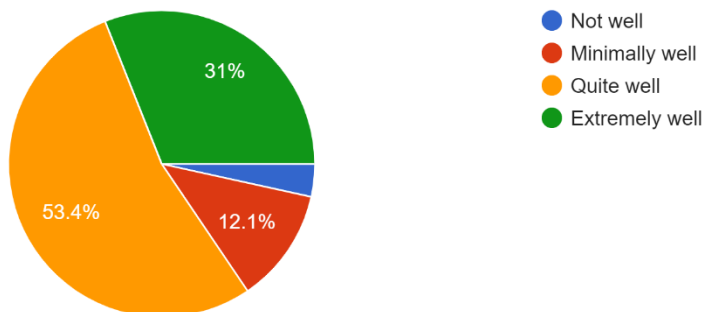
1. How often does your child's teacher communicate with you about your child's progress?



2. How well do you feel your child(ren)'s school provides parents with opportunities to share feedback and ideas regarding the school's parental involvement programs and activities?

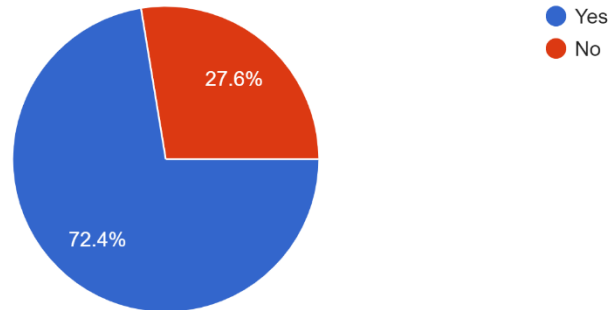


3. How well does your child's school provide information that is easy to understand?

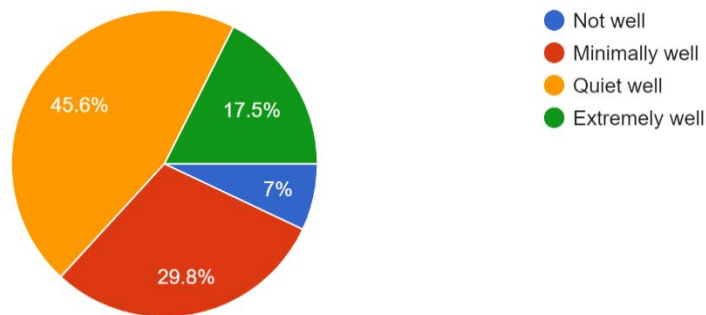


APPENDIX G:
PARENTAL INVOLVEMENT SURVEY

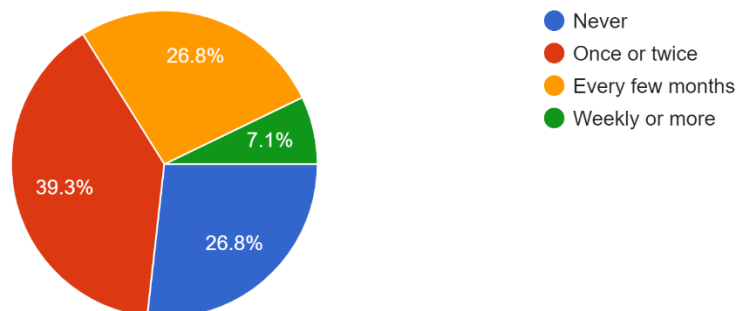
4. Are you aware of what your child is expected to understand in all subject areas?



5. How well does school leadership foster an environment in which staff, parents and the community work together to improve student achievement?

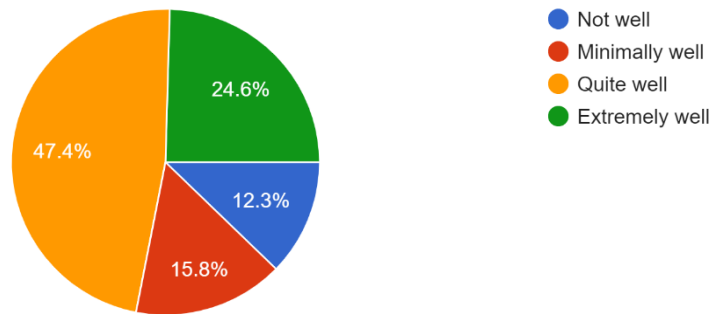


6. How frequently do you participate in activities at your child's school?



APPENDIX G:
PARENTAL INVOLVEMENT SURVEY

7. How well do you feel the school created a welcoming environment for parents?



WEST OSO INDEPENDENT SCHOOL DISTRICT PARENTAL & FAMILY ENGAGEMENT POLICY

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)
 - *Parent on Patrol (POP)
 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 national 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. Parents will be offered opportunities to volunteer and participate in their child's education.
- 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.

| | |
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| 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 | To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying. |
| Student Report | |
| Employee Report | Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. |
| Report Format | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |

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'

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sex-Based
Harassment**

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and

dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited

harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

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| Employee Report | Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy. |
| Definition of District Officials | For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent. |
| <i>Title IX Coordinator</i> | Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)] |
| <i>ADA / Section 504 Coordinator Superintendent</i> | Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)] The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws. |
| Alternative Reporting Procedures | An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation. |
| Timely Reporting | To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. |
| Notice to Parents | The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.] |
| Investigation of Reports Other Than Title IX | The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX. The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form. |
| Initial Assessment | Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation. If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI. |

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| Interim Action | If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation. |
| District Investigation | <p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p> |
| Criminal Investigation | If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation. |
| Concluding the Investigation | <p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p> |
| <i>Notification of Outcome</i> | Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA. |
| District Action <i>Prohibited Conduct</i> | If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. |
| Corrective Action | Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if 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 prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment. |
| <i>Bullying</i> | If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents |

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| | and District action. The District official shall refer to FDB for transfer provisions. |
| <i>Improper Conduct</i> | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct. |
| 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 and comply with applicable law. |
| Appeal | A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights. |
| Response to Sexual Harassment–Title IX | For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL). |
| General Response | <p>When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:</p> <ul style="list-style-type: none"> • Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint; • Consider the complainant’s wishes with respect to supportive measures; and • Explain to the complainant the option and process for filing a formal complaint. <p>The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.</p> <p>If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.</p> |
| Title IX Formal Complaint Process | <p>To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”</p> <p>The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:</p> |

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, 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 or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding 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 readily available at each campus and the District's administrative offices.