

West OSO Independent School District



2025-2026 District Improvement Plan

Mission Statement

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

Vision

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

Value Statement

In West Oso ISD, We Believe:

- 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 grows 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
- all members of the learning community are entitled to be safe and secure from violence, threats and anyone who seeks to do harm.
- in early and ongoing identification of students to provide academic and behavioral supports that address individualized behavior and learning needs.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	8
District Processes & Programs	10
Perceptions	12
Priority Problem Statements	17
Goals	20
Goal 1 : P1: Ensure Student Success and Well-being	21
Goal 2 : P2: Attract, Develop, Support, and Retain Highly Qualified and Effective Staff	29
Goal 3 : P3: Broaden and Strengthen Connections with Families and Community to Achi...	34
Goal 4 : P4: Generate Fiscally and Ethically Sound Decision Making that Addresses Curr...	38
Goal Tables	45
RDA Strategies	46
Assurances	47
Funding Summary	49
Title I (211)	50
Title II (255)	50
Title III (263)	50
Title IV (289)	51
EMAT	51
IDEA-B (224)	51
Strong Foundation Implementation Grant	52
21st Century CCLC (ACE) Grant	52
Perkins (244)	52
Summer CTE Grant	52
SAFE Cycle 2 Safety Grant	53
Citgo	53
Special Education (PIC 23)	53
Dyslexia (PIC 37)	53
State Compensatory Education (PIC 30)	53
Bilingual Education (PIC 25)	54
Career and Technology Education (PIC 22)	54
Early Childhood Education (PIC 36)	54
Gifted Education (PIC 21)	54
Outcome Based CCMR (PIC 38)	54



Comprehensive Needs Assessment

Demographics

Summary

West Oso ISD is located in Corpus Christi, TX. During the 2024-2025 school year, there was a total of 1,770 students enrolled in four campuses. 9.7% of the students are African American. 86.9% of the students are Hispanic. 2.5% of the students are White. 95.8% of the students are economically disadvantaged. 9.1% of the students are Emergent Bilingual. 15.6% of the students are served in the Special Education program. 6.7% of the students are in the Gifted and Talented Program. There were a total of 358 students transferring into the district, and 132 transferring out of the district.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students miss instruction, or have socio-emotional and behavioral challenges that distract them from learning.	Many students have socio-emotional challenges that impact learning and experiences of academic success. These challenges can impact student attendance as well.
2 ★	The district receives limited funding through property taxes. The parents also have limited abilities to provide for extracurricular and co-curricular student educational needs.	Since over 95% of our students are economically disadvantaged, the district has challenges in all areas of our budget. Our district receives less funding, yet has higher needs.

★ = Priority

Student Learning

Summary

[TAPR Report 2024-2025](#)

[RDA Report 2024-2025](#)

[Amplify Report 2024-2025](#)

Strengths

1. Algebra I scores increased at all levels of achievement.
2. US History scores increased at the masters level
5. English I scores increased at all levels.
6. Biology scores increased at all levels.
7. Eighth grade ELAR increased at the masters level.
8. Third-Fifth grade math increased at all levels.
9. Third and Fourth grade ELAR increased.
10. K-3 Amplify data continues to show year by year progress.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Achievement scores at the 6th - 8th grade levels are not showing growth in most areas. Science in grade five is an area of extreme weakness. Most significant problem areas are in 7th grade math and 8th grade social studies.	Instruction is not aligned with the format and rigor of the STAAR 2.0 examination.
2 ★	Achievement at the Meets and Masters level in the district is lower than regional and state comparative data in all grade levels and content areas with the exception of US History and Algebra I. Biology, English I and the Masters Level of 8th grade ELAR are close to Region 2 and State data.	Instruction is not aligned with the rigor of the STAAR 2.0 examination.
3 ★	Students are graduating CCMR according to TEA but there is a lack of follow through with students on matriculating into college.	Students experience pressures to provide financially for themselves and their families upon graduation.

★ = Priority

District Processes & Programs

Summary

1. The District conducts [Professional Learning Survey](#) yearly. Professional development is set up according to the needs identified in the survey. Additional professional development needs and offerings are based on:

- Professional learning needs identified through T-TESS observations.
- Safety and Security training (including CPI, Threat Assessment)
- Trainings in Special Programs (504, Special Education, EB, GT)
- Trainings based on STAAR/EOC/other academic data
- Training based on newly adopted curricular programs and resources

2. Leadership and Decision Making Processes

- The District cabinet team meets weekly.
- District Advisory Team meets four times per year: September, November, February, May
- District Advisory Team has sub-committees meet based on Priorities to develop strategies
- District Advisory Team conducts an annual evaluation in May of each year
- District Administration conducts Staff Focus groups in the Spring of each year to have an opportunity to hear needs from a larger audience of stakeholders.

3. Communication

- The Superintendent shares a Weekly Update throughout the year.
- The District Leadership Team meets monthly to share key information and make collaborative decisions.
- [District Negotiables and Non-Negotiables 2025-2026](#) serve as a key communication piece for expectations around Curriculum and Instruction.
- The Parent Square app is utilized to communicate with parents, staff, and secondary students
- The District hosts a Leadership Academy each July to communicate information about programs, scheduling, initiatives, priorities for the year.

4. Scheduling

- In June of each year, the District Leadership Team along with teacher representatives from each campus to develop the Professional Development Plan for the year.
- In July, during the Leadership Academy, the district and campus leaders put key dates on calendar for the year (special events, activities)

5. Safety

- At every District Leadership Meeting, Safety is on the agenda to check-in with campus leaders regarding safety needs.
- The District maintains a running document of [Safety and Security](#) measures including both trainings and equipment/software/supply needs.

Strengths

1. Negotiables and Non-Negotiables
2. Systems for meetings (Cabinet, District Leadership Team, District Advisory Team)
3. Communication regarding attendance and processes for improving attendance.
4. System for supporting early career teachers.

5. Shared Google Folders for many processes. District uses Running shared notes consistently to improve communication and organize information.

6. Utilization of One-Stop-Shop for sharing information and a One-Stop-Shop for admins to share administrative documents.

Perceptions

Summary

POSITIVES based on Staff Climate Survey

1. Community and Culture

- **Close-knit, family atmosphere** is the most common theme. Many comments describe the district as small, supportive, and community-oriented.
- A **strong sense of belonging and pride** in being part of the district ("Once a bear, always a bear").
- Positive, collaborative culture with a "we're going to figure it out" attitude.

2. Leadership and Administration

- **Supportive, approachable leadership**, especially the superintendent and campus principals.
- Frequent mention of **open communication and quick responsiveness** from central office.
- **Transparency and respect for staff input** in decision-making.

3. Staff and Coworkers

- Coworkers are described as **friendly, supportive, and collaborative**.
- Staff feels **valued, trusted, and respected**.
- Teachers appreciate **autonomy in teaching**, freedom to adapt curriculum, and a lack of micromanagement.

4. Students and Families

- Students are seen as **kind, respectful, and appreciative**.
- Families are described as **involved and supportive**, creating a well-rounded school experience.
- Strong **student-teacher relationships** due to the small size of the district.

5. Mental Health and Work-Life Balance

- Repeated praise for **Mental Health Days** and **understanding admin** when it comes to staff well-being.
- Teachers feel the district **prioritizes balance and care for staff**.

6. Programs and Opportunities

- Highlighted programs include **STEM, after-school (ACE), and extra-curricular activities** like sports.
- Appreciation for **district-wide events** (e.g., heritage celebrations).
- Positive comments on **professional development** and opportunities for growth.

7. Communication and Collaboration

- Open door policies, **easy access to leadership**, and cross-campus support are valued.
- Emphasis on **teamwork and collaboration** among staff and departments.

Summary Statement:

The district is widely praised for its **family-like environment, strong community ties, approachable leadership, and respect for educators**. Staff feel **supported, heard, and appreciated**, and students are seen as central to the mission. Mental health and autonomy are prioritized, making this a place where both students and staff can thrive.

AREAS FOR GROWTH based on staff climate survey

Compensation & Staffing

- **Pay raises** are the top concern across the board.

- Need for **bonuses, retention incentives, and better benefits** (medical, holidays).
- Many urge **matching pay with neighboring districts**.

2. Communication & Transparency

- Desire for **clearer, timelier updates**, especially around:
 - **TIA implementation**
 - **Policy changes**
 - **Calendar adjustments**
- Need for **more transparency** in decision-making and leadership accountability.

3. Behavior & Discipline

- Frustration with **inconsistent or weak student discipline**.
- Calls for:
 - **Accountability systems** for students
 - **Clear consequences** for attendance/tardy issues

4. Resources & Infrastructure

- Requests for:
 - **Technology upgrades**
 - **Instructional materials and curriculum**
 - **Classroom supplies**
 - **Color printing, updated furniture**

5. Training & Professional Development

- Mixed feedback on current **PD effectiveness**.
- Recommendations:
 - More relevant and content-specific PD
 - Include **practical training for new teachers**, especially around tech and curriculum
 - Ongoing training for substitutes and support staff

6. Morale & Culture

- Some staff report feeling **overworked, underappreciated, and unsupported**.
- Suggestions:
 - **Recognize all staff**, including non-teaching roles like nurses and custodians
 - **Reduce micromanagement** from central office
 - Ensure fair distribution of responsibilities
 - Improve **teacher autonomy** and trust

7. Systems & Equity

- Improve systems for:
 - **SPED evaluations and MTSS**
 - **Curriculum distribution**
 - **Student support services**
- Emphasis on **equity in resource allocation** and **holding all to the same standard**.

8. Planning & Time Management

- Requests for:
 - More time to **collaborate and plan lessons**
 - **Vertical/horizontal alignment time**
 - Staggered dismissal schedules to help parents and staff
 - **After-hours access** to classrooms

9. TIA (Teacher Incentive Allotment) Concerns

- Strong desire for **consistent, clear guidelines**.

Results of Parent Climate Surveys

Strengths

Positive School Climate & Staff

- Parents consistently expressed appreciation for the school, staff, and administration.
- Many families described the school as supportive, welcoming, and caring.
- Overall satisfaction with the West Oso campuses and district was noted by multiple respondents.

Teacher Involvement & Communication

- Several parents praised teachers for being involved and keeping families informed.
- Regular updates and announcements from teachers were viewed positively.
- Parents appreciate staff efforts and feel supported overall.

Student Growth & Success

- Families shared positive observations about their children's progress and engagement in school.
- Parents noted improved confidence, learning, and excitement about attending school.

Family Engagement Events

- Open House and similar events were positively received by multiple parents.
- Parents value opportunities to connect with the school community.

Willingness to Volunteer

- Many parents expressed interest in volunteering and supporting school activities.
- Families showed enthusiasm for being involved when opportunities align with their schedules.

Areas for Improvement

Communication & Timeliness

- Multiple parents reported needing **more consistent and timely communication**, especially regarding:
 - Student grades and academic progress
 - Behavioral or classroom concerns
- Some families feel communication occurs too late to effectively support their child.

Parent-Teacher Communication

- Parents would like improved communication between teachers and parents when concerns arise.
- Several comments emphasized the importance of contacting parents early to avoid misunderstandings.

Volunteer Accessibility

- Parents requested more flexible volunteer options, including:
 - Evening and weekend opportunities
 - Advance notice to allow time off work
- Increased clarity on volunteer roles and expectations would support participation.

Student Experience & Engagement

- Concerns were raised about student behavior impacting learning and engagement.
- Parents want assurance that classroom environments support student success and motivation.

Strengths

1. Overall, students and staff feel safe.
2. Staff appreciate the strong community and family atmosphere within the district.
3. Overall, positive about communication.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a concern about specialized training (for example Special Education, Reading, Classroom Management).	There is training for early career teachers and ongoing training on identified needs. There are some constraints regarding funding, but overall, more communication regarding individual needs would help address the issue. Teacher turnover and transition to different roles within the district require ongoing training.
2 ★	Concerns about student discipline.	Student discipline is a combination of upbringing, social/emotional issues, and consistent district practices. Students are exposed to a great deal of media that influences behavior, as well as social media communication.
3 ★	Concern about timely communication between school and families, especially regarding student discipline and grades.	Often educators are overwhelmed and need additional support/time to make these communication efforts. Finding efficient and effective ways of communication is critical.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Achievement scores at the 6th - 8th grade levels are not showing growth in most areas. Science in grade five is an area of extreme weakness. Most significant problem areas are in 7th grade math and 8th grade social studies.

Instruction is not aligned with the format and rigor of the STAAR 2.0 examination.

2
★

Achievement at the Meets and Masters level in the district is lower than regional and state comparative data in all grade levels and content areas with the exception of US History and Algebra I. Biology, English I and the Masters Level of 8th grade ELAR are close to Region 2 and State data.

Instruction is not aligned with the rigor of the STAAR 2.0 examination.

3
★

There is a concern about specialized training (for example Special Education, Reading, Classroom Management).

There is training for early career teachers and ongoing training on identified needs. There are some constraints regarding funding, but overall, more communication regarding individual needs would help address the issue. Teacher turnover and transition to different roles within the district require ongoing training.

4
★

Concerns about student discipline.

Student discipline is a combination of upbringing, social/emotional issues, and consistent district practices. Students are exposed to a great deal of media that influences behavior, as well as social media communication.

5
★

Students are graduating CCMR according to TEA but there is a lack of follow through with students on matriculating into college.

Students experience pressures to provide financially for themselves and their families upon graduation.

6
★

Students miss instruction, or have socio-emotional and behavioral challenges that distract them from learning.

Many students have socio-emotional challenges that impact learning and experiences of academic success. These challenges can impact student attendance as well.

7



Concern about timely communication between school and families, especially regarding student discipline and grades.

Often educators are overwhelmed and need additional support/time to make these communication efforts. Finding efficient and effective ways of communication is critical.

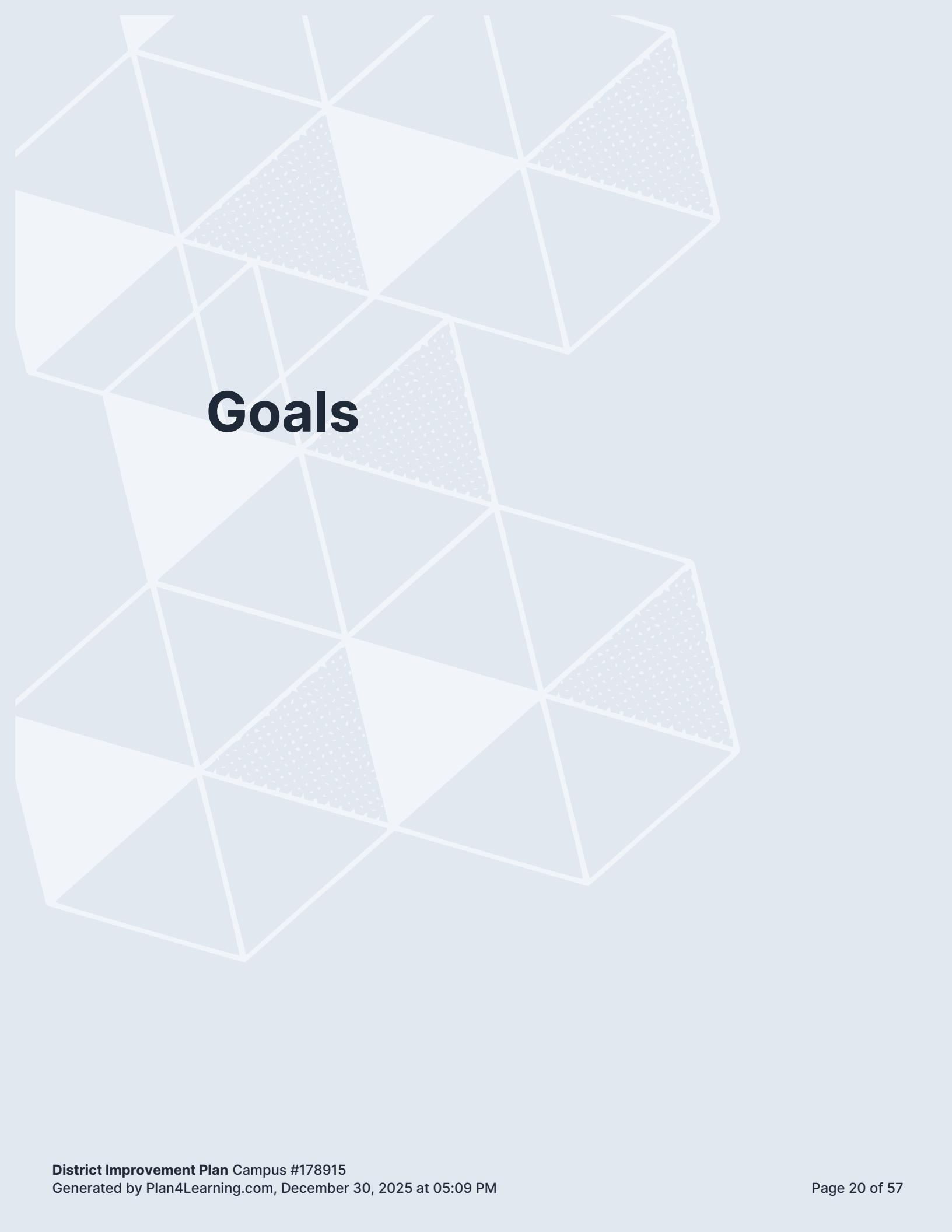
8



The district receives limited funding through property taxes. The parents also have limited abilities to provide for extracurricular and co-curricular student educational needs.

Since over 95% of our students are economically disadvantaged, the district has challenges in all areas of our budget. Our district receives less funding, yet has higher needs.

= Priority



Goals

Goal 1 P1: Ensure Student Success and Well-being

Performance Objective 1 High Priority HB3 Goal

Improve academic achievement for all students Outcomes: WOISD will increase grades K-2 mCLASS literacy scores from 61% at benchmark to 68% at benchmark. WOISD will increase grades K-2 mCLASS literacy scores from 32% above benchmark to 37% above benchmark. WOISD will improve all grade levels/all subjects STAAR Achievement at the Approaches level from 66% to at least 80%. WOISD will improve all grade levels/all subjects STAAR Achievement at the Meets level from 35% to at least 60%. WOISD will improve all grade levels/all subjects STAAR Achievement at the Masters level from 9% to at least 20%.

Evaluation Data Source: Formative and Summative Assessments, STAAR/EOC assessments, BOY/EOY data for all grade levels and content areas

Strategy 1 Results Driven Accountability Equity Plan

Implement an aligned curriculum based on effective teaching and learning practices including using: systematic reading instruction (Heggerty, Really Great Reading, Guided Reading, Writing Workshop) Bluebonnet Math (K-8), and ELAR (K-5), STEMSCOPES, cross-curricular planning, and writing across the curriculum.

Strategy's Expected Result/Impact: Increase student performance through the use of HQIM

Staff Responsible for Monitoring: C&I, Principals

Problem Statements: Student Learning 1, 2

Funding Sources: Title I (211), , EMAT,

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2 Results Driven Accountability Equity Plan

Utilize multiple forms of assessment to make data-informed instructional decisions through consistent implementation of PLCs.

Strategy's Expected Result/Impact: Promote collaboration and research based instructional strategies. Students will receive instruction based on grade level TEKS and their current level of mastery leading to student achievement.

Staff Responsible for Monitoring: C&I, Principals

Problem Statements: Student Learning 1, 2

Formative Reviews

Some Progress

October

January

April

June

Strategy 3

Provide interventions and individualized instructional support through a Multiple Tiered System of Support including: during the day and after school tutoring, small group instruction, and specialized tools/resources/technology. Utilize IXL as a Tier II intervention support in grades 4-8.

Strategy's Expected Result/Impact: All students will be able to experience academic growth.

Staff Responsible for Monitoring: C&I, Principals

Problem Statements: Student Learning 1, 2

Funding Sources: 21st Century CCLC (ACE) Grant, , EMAT, , Title I (211),

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 4 Results Driven Accountability Equity Plan

Provide rigorous learning opportunities that challenge all learners through differentiated coursework, co-curricular and extracurricular activities including: Pre-AP, GT projects, GT academy, small group instruction, dual credit, UIL competitions, and Spelling Bee.

Strategy's Expected Result/Impact: All students will be able to reach their maximum potential.

Staff Responsible for Monitoring: C&I, Principals

Funding Sources: Gifted Education (PIC 21), , Title I (211), , Title IV (289),

Formative Reviews

Some Progress

October

January

April

June

Strategy 5

Reduce class sizes at the PK-1 grade level in order to offer targeted, developmentally appropriate instruction aligned with the Science of Teaching Reading for emerging readers.

Strategy's Expected Result/Impact: Students will meet and exceed yearly growth expectations as measured by the Amplify assessment instrument. Students will develop strong foundational literacy skills that will allow them to be successful during the rest of their educational career.

Staff Responsible for Monitoring: Classroom teachers, Campus Instructional Facilitator, Principal

Funding Sources: Title II (255),

Formative Reviews



Accomplished

October

January

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Achievement scores at the 6th - 8th grade levels are not showing growth in most areas. Science in grade five is an area of extreme weakness. Most significant problem areas are in 7th grade math and 8th grade social studies.	Instruction is not aligned with the format and rigor of the STAAR 2.0 examination.
2	Achievement at the Meets and Masters level in the district is lower than regional and state comparative data in all grade levels and content areas with the exception of US History and Algebra I. Biology, English I and the Masters Level of 8th grade ELAR are close to Region 2 and State data.	Instruction is not aligned with the rigor of the STAAR 2.0 examination.

Performance Objective 2 High Priority HB3 Goal

Prepare students for post-graduation college, career, and military success CCMR) Outcomes: WOISD will increase College, Career, Military, Readiness from 88% to 92%. Students meeting TSI criteria in ELAR will increase from 23.7% to 45% Students meeting TSI criteria in math will increase from 28.9% to 45%

Evaluation Data Source: TSI, ACT/SAT, Industry Based Certifications, Enrollment in post-secondary college and trade schools.

Strategy 1 Results Driven Accountability

Provide opportunities for dual credit work and additional college credit through AP exams. Students have the opportunity to earn credits, become CORE complete, and/or completing an associate's degree through the Early College High School Program through counseling, AVID, and College Readiness course.

Strategy's Expected Result/Impact: Students will graduate high school college and career ready.

Staff Responsible for Monitoring: C&I, High School teachers, administrators and counselors

Problem Statements: Student Learning 3

Funding Sources: Title IV (289), , Perkins (244),

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 2 Results Driven Accountability

Support students in passing TSI examinations through Summer Bridge and ongoing during the day and after school/Saturday tutoring opportunities.

Strategy's Expected Result/Impact: Students will be able to take dual credit courses in order to earn college credits.

Staff Responsible for Monitoring: C&I, High School teachers, administrators and counselors

Problem Statements: Student Learning 3

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 3 Results Driven Accountability

Provide workshops for students and parents on college topics including: FAFSA, completing applications, and scholarships.

Strategy's Expected Result/Impact: Students will matriculate into a two or four year college after high school.

Staff Responsible for Monitoring: C&I, High School teachers, administrators and counselors

Problem Statements: Student Learning 3

Formative Reviews

Some Progress

October

January

April

June

Strategy 4

Provide STEM co- and extra-curricular activities in grades PK-12 to all students.

Strategy's Expected Result/Impact: Students will pursue career and college pathways in STEM

Staff Responsible for Monitoring: STEM lead teachers at each campus, C&I

Problem Statements: Student Learning 3

Funding Sources: Citgo, , Perkins (244), , Title IV (289),

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 5 Results Driven Accountability

Provide work-based learning opportunities through the TEA Summer CTE grant, the 21st Century CCLC ACE program, and other partnerships.

Strategy's Expected Result/Impact: Students will gain work-based experience as well as soft skills development.

Staff Responsible for Monitoring: C&I, High School teachers, administrators and counselors

Formative Reviews

Some Progress

October

January

April

June

Strategy 6

Provide opportunities for students to earn Industry Based Certifications in Health Science, Culinary, Architecture & Construction, Business, Education, Welding, Graphic Design, and STEM pathways.

Strategy's Expected Result/Impact: Students will gain valuable skills while exploring their interest in a post-secondary career pathway.

Staff Responsible for Monitoring: CTE teachers, C&I, high school counselors and admin

Funding Sources: Perkins (244),

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 7

Increase the number of Career and Technology Education pathway completers through intentional counseling and scheduling, and career exploration activities.

Strategy's Expected Result/Impact: Students will graduate with a coherent sequence in a pathway with increased college and career opportunities.

Staff Responsible for Monitoring: counselors, AVID teachers, Investigating Careers teacher

Formative Reviews

Some Progress

October

January

April

June

Strategy 8

Implement a P-TECH program at WOHS beginning in the 2025-2025 school year.

Strategy's Expected Result/Impact: Students will graduate with credentials of value.

Staff Responsible for Monitoring: C&I, High School teachers, administrators and counselors

Problem Statements: Student Learning 3

Funding Sources: Perkins (244),

Formative Reviews

Some Progress

October

January

April

June

Strategy 9

Increase the number of students enlisting in the armed forces through early exposure to military careers, meetings with military recruiters, and increasing student participation in ROTC.

Strategy's Expected Result/Impact: Students will enlist in the military following high school graduation.

Staff Responsible for Monitoring: ROTC instructors, AVID

Formative Reviews

Some Progress

October

January

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Students are graduating CCMR according to TEA but there is a lack of follow through with students on matriculating into college.	Students experience pressures to provide financially for themselves and their families upon graduation.

Performance Objective 3 High Priority

Provide a safe, healthy, and nurturing environment for all. Outcomes: Reduction in DAEP placements from an average of 21 per month to 18 per month 94% attendance across the district. Increase the number of students who strongly agree or agree with feeling safe at school from 73% to 85%.

Evaluation Data Source: Attendance data, Survey data, Discipline data

Strategy 1

Students will receive support for their socio-emotional needs through Bear Time, community, and school based counseling support.

Strategy's Expected Result/Impact: Students will experience emotional well being.

Staff Responsible for Monitoring: Executive Director of Student Services, counselors, CIS

Problem Statements: Demographics 1

Funding Sources: Title IV (289),

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Students will develop conflict resolution and anti-bullying skills and strategies through the Safe Schools Ambassadors program and counseling classes.

Strategy's Expected Result/Impact: Student discipline issues will be reduced as student develop social skills and create an overall more positive school climate.

Staff Responsible for Monitoring: WOJH and WOHS campus administration, counselors, Safe School Ambassadors family leaders.

Problem Statements: Demographics 1 - Perceptions 2

Funding Sources: Title IV (289),

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 3

Superintendent Student Advisory Council will provide input into issues impacting student well-being and school/district culture

Strategy's Expected Result/Impact: Student leaders will make meaningful changes in overall school culture. Increase student morale.

Staff Responsible for Monitoring: Superintendent, student leaders

Formative Reviews

Considerable Progress

October

January

April

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students miss instruction, or have socio-emotional and behavioral challenges that distract them from learning.

Many students have socio-emotional challenges that impact learning and experiences of academic success. These challenges can impact student attendance as well.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Concerns about student discipline.

Student discipline is a combination of upbringing, social/emotional issues, and consistent district practices. Students are exposed to a great deal of media that influences behavior, as well as social media communication.

Goal 2 P2: Attract, Develop, Support, and Retain Highly Qualified and Effective Staff

Performance Objective 1 High Priority

P2: Attract, Develop, Support, and Retain Highly Qualified and Effective Staff 95% staffed with highly qualified, fully credentialed staff prior to the first day of the school year. West Oso ISD will increase the number of teachers designated within the Teacher Incentive Allotment from 27% to 40%

Evaluation Data Source: Teacher certification credentials, T-TESS data and student achievement data

Strategy 1

The Teacher Incentive Allotment will provide opportunities for teachers to receive designations and increased pay.

Strategy's Expected Result/Impact: Increase teacher retention in West Oso as well as keeping high quality teachers in the classroom.

Staff Responsible for Monitoring: Ms. Denkeler, C&I team, campus administration

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

West Oso ISD will continue to work with TAMUCC and Alternative Certification Programs to develop a strong pool of highly qualified educators. Additionally, the district will host year-long residencies.

Strategy's Expected Result/Impact: West Oso ISD will be fully staffed with highly credentialed teachers.

Staff Responsible for Monitoring: Director of Human Resources

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 3

Offer competitive salaries and stipends

Strategy's Expected Result/Impact: Attract highly qualified staff to the district.

Staff Responsible for Monitoring: Director of Human Resources

Funding Sources: Math and Science Stipends Title II (255),

Formative Reviews

Considerable Progress

October

January

April

June

Performance Objective 2 High Priority

Develop and support highly qualified and effective staff. Outcomes: 85% of all staff will respond agree/ strongly agree for all key measurables

Evaluation Data Source: Climate survey data, professional development survey data, T-TESS data

Strategy 1

The district will provide needed high quality instructional resources.

Strategy's Expected Result/Impact: Teachers will feel supported and equipped to deliver high quality instruction.

Staff Responsible for Monitoring: C&I

Problem Statements: Student Learning 2

Funding Sources: EMAT, , Title I (211),

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2 Equity Plan

All teachers will be provided with differentiated professional development and coaching support.

Strategy's Expected Result/Impact: Teachers will experience continuous professional growth in order to provide high quality instruction.

Staff Responsible for Monitoring: C&I

Problem Statements: Perceptions 1

Formative Reviews

Some Progress

October

January

April

June

Strategy 3 Equity Plan

The Curriculum and Instruction Team will support novice teachers through the Bear Tips Academy induction program during their first three years in the profession.

Strategy's Expected Result/Impact: Teachers will be equipped with the knowledge, skills, and resources needed to be impactful in the classroom. Teachers will receive necessary support with all aspects of their job. Teachers will develop a support system throughout the district.

Staff Responsible for Monitoring: C&I

Problem Statements: Perceptions 1

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 4

Teachers will be provided with consistent planning time weekly, and extended planning time throughout the year.

Strategy's Expected Result/Impact: Teachers will be able to prepare high quality lessons, communicate

Staff Responsible for Monitoring: Campus administration, C&I

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 5

All staff will be provided with a Mental Health Day each semester.

Strategy's Expected Result/Impact: Staff will experience increased overall well being and reduce burn out.

Staff Responsible for Monitoring: Director of Human Resources

Formative Reviews



Accomplished

October

January

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Achievement at the Meets and Masters level in the district is lower than regional and state comparative data in all grade levels and content areas with the exception of US History and Algebra I. Biology, English I and the Masters Level of 8th grade ELAR are close to Region 2 and State data.	Instruction is not aligned with the rigor of the STAAR 2.0 examination.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a concern about specialized training (for example Special Education, Reading, Classroom Management).	There is training for early career teachers and ongoing training on identified needs. There are some constraints regarding funding, but overall, more communication regarding individual needs would help address the issue. Teacher turnover and transition to different roles within the district require ongoing training.

Performance Objective 3 High Priority

Retain highly qualified and effective staff Teacher retention will increase from 89% to 92%

Evaluation Data Source: Teacher retention data

Strategy 1

Curriculum and Instruction Team will work with campus principals to connect every first and second year teacher with a qualified, trained mentor prior to the beginning of the school year.

Strategy's Expected Result/Impact: Teachers will grow in their profession, and feel supported to stay in the profession.

Staff Responsible for Monitoring: C&I

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Recognition of campus based teacher of the year. Monthly recognition and celebrations, holiday celebrations, end of the year celebrations and national appreciation weeks.

Strategy's Expected Result/Impact: Teachers will feel valued.

Staff Responsible for Monitoring: None

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 3

Support staff mental health through campus and district wide health and wellness activities, including Mental Health 101 training, as well as providing resources to community based support. Provide one mental health day per semester.

Strategy's Expected Result/Impact: Retain current staff and improve overall well-being of all staff.

Staff Responsible for Monitoring: Director of Human Resources

Formative Reviews

Some Progress

October

January

April

June

Goal 3

P3: Broaden and Strengthen Connections with Families and Community to Achieve a Culture of Excellence

Performance Objective 1 ✓ High Priority ✓ HB3 Goal

Engage and Connect with Parents and Families. Outcome: Increase responses for parent/family surveys from 123 in 2024-2025 to 400 by 2028. The goal for 2025-2026 is 200 responses. Increase the number of parents at the elementary level that will attend one event per semester by 2028 from 187 parents in 2024-2025 to 300 parents. Increase the number of parents at the secondary level that will attend one event per semester by 2028 from 140 parents in 2024-2025 to 300 parents. Increase parent volunteers for both during the day and after school events from 10 in 2024-2025 to 50 parents. Increase engagement with Parentsquare from 1,300 users viewing communication in 2025 to 1,500 users viewing communication.

Evaluation Data Source: Attendance at district events, survey data from district events, engagement with Parent Square

Strategy 1

Establish mechanisms for staff, parents, and community members to share ideas for improvement including: participation in District and Campus Advisory Teams, Parent Involvement Surveys, Parent Advisory Group, Town Hall Meetings, and Superintendent Coffee

Strategy's Expected Result/Impact: Improve communication overall, and ensure that district initiatives are aligned with identified parent needs. Increase retention of current students.

Staff Responsible for Monitoring: Superintendent, Parent Involvement Coordinator

Problem Statements: Perceptions 3

Formative Reviews

Some Progress

October

January

April

June

Strategy 2

Host campus and district-wide cultural, educational, and enrichment events including: Open House, District-wide attendance incentives, Celebration of Education, Reading Under the Stars, Hispanic Heritage, Homecoming Parade, Veteran's Day, and Black History Multicultural Celebration.

Strategy's Expected Result/Impact: Strengthen relationships and build positive connections with families. Increase retention rate of current students.

Staff Responsible for Monitoring: Campus administration, campus committees, ACE full time staff

Funding Sources: Title I (211),

Formative Reviews

Considerable Progress

October

January

April

June

Strategy 3

Share information regarding emergency situations, district celebrations, instructional initiatives, enrichment activities and events through: quarterly newsletters, website, social media, and district wide communication app, Parent Square.

Strategy's Expected Result/Impact: Parents will feel safe sending their students to school and remain aware of activities within the district. Increase retention of current students.

Staff Responsible for Monitoring: Superintendent, Instructional Technology Facilitator

Problem Statements: Perceptions 3

Funding Sources: Parent Square Title IV (289),

Formative Reviews

Considerable Progress

October

January

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Concern about timely communication between school and families, especially regarding student discipline and grades.

Often educators are overwhelmed and need additional support/time to make these communication efforts. Finding efficient and effective ways of communication is critical.

Performance Objective 2 High Priority

Engage and Connect with community members. Outcome: By the end of the 2025-2026 school years, baseline data will be collected regarding the number of community partners that participated in events throughout the year.

Evaluation Data Source: Utilize existing committees and events as an opportunity to receive feedback for improvement through surveys and focus groups.

Attendance data from activities.

Strategy 1

Increase community participation in existing events and activities: SHAC, Safety and Security Committee, Homecoming, Celebration of Education, State of the District, Trunk or Treat, Read Across America Day, Veteran's Day and Career Days.

Strategy's Expected Result/Impact: Connect district staff and families to community resources. Increase partnerships for the purpose of staff development, funding, or work based learning opportunities.

Staff Responsible for Monitoring: Executive Director of Safety and Student Services, C&I, campus administration, campus Career Day committees, special event committees

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Utilize existing committees and events as an opportunity to receive feedback for improvement and plan for additional activities.

Strategy's Expected Result/Impact: District initiatives will be more closely aligned with community identified needs, and be strengthened through community input.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

Some Progress

October

January

April

June

Strategy 3

Provide opportunities to partner with community organizations for service learning and advocacy for K-12 students and staff.

Strategy's Expected Result/Impact: This strategy is aligned with the district's vision of socially responsible citizens.

Staff Responsible for Monitoring: Campus and district staff.

Formative Reviews

Some Progress

October

January

April

June

Performance Objective 3 High Priority

Engage and connect with businesses, Institutes of Higher Educations (IHE), non-profit organizations, and community leaders to build mutually beneficial partnerships. Outcomes: Maintain a sustainable Education Foundation with strong leadership that provides at least \$100,000 in funding for teacher grants, scholarships, and special projects annually. Increase the number of partnerships yearly by 5%.

Evaluation Data Source: Revenue generated through the Education Foundation.

Grants and scholarships awarded through the Education Foundation.

Placement of teacher candidates into full time teaching positions within the district.

Participation of diverse students in opportunities such as Summer CTE, Youth Government.

Participation of diverse students in service learning opportunities.

List of Grants and Partnerships.

Strategy 1

Continue to grow the Education Foundation in order to partner with the community to provide resources to enrich teaching, inspire learning, and maximize innovative opportunities within WOISD.

Strategy's Expected Result/Impact: Students will be able to pursue higher education and teacher's will be encouraged through mini-grants to pursue innovation.

Staff Responsible for Monitoring: Education Foundation Board including Superintendent, CFO, principal representative

Formative Reviews

No Progress

October

January

April

June

Strategy 2

Continue and grow partnerships at IHEs and business partners to support the next generation of teachers, provide professional development opportunities for staff, and to enhance K-12 student learning opportunities.

Strategy's Expected Result/Impact: Improving teacher instruction and student learning.

Staff Responsible for Monitoring: Superintendent, director of Curriculum and Assessment

Formative Reviews

Considerable Progress

October

January

April

June

Goal 4

P4: Generate Fiscally and Ethically Sound Decision Making that Addresses Current and Future Needs

Performance Objective 1

Maintain and update Expense Projection Plan. Maintain an electronic comprehensive inventory using the Follett System for books, supplies, technology, equipment, and furniture that reflects quantity and quality of all district property. Create a disaster plan in the event of a catastrophic event. Continue planning for the bond maintenance project.

Evaluation Data Source: 4.1.1

Meeting agendas and minutes.

4.1.2

Progress reports will be updated in January, May, September.

4.1.3

Documentation regarding improvements and completed projects.

Strategy 1

Maintain Facility Committee that will meet quarterly in order to provide continual feedback.

Strategy's Expected Result/Impact: Make decisions based on input from internal and external stakeholders by prioritizing needs.

Staff Responsible for Monitoring: CFO, Director of Maintenance and Transportation

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Develop and maintain an Expense Projection Plan including identified needs as well as funding sources

Strategy's Expected Result/Impact: Develop a balanced plan that considers the needs of all district campuses and departments.

Staff Responsible for Monitoring: Director of Technology, Director of Maintenance and Transportation, Director of Curriculum and Assessment

Problem Statements: Demographics 2

Formative Reviews

Some Progress

October

January

April

June

Strategy 3

Develop facility and maintenance status report for internal and external communication.

Strategy's Expected Result/Impact: Maintenance tasks will be done in a prioritized order leading to a safe campus.

Staff Responsible for Monitoring: Campus admin and administrative assistants, Director of Maintenance, maintenance staff

Formative Reviews

Some Progress

October

January

April

June

Strategy 4

Maintaining accurate inventory of all property including technology, furniture, books, equipment, and supplies.

Strategy's Expected Result/Impact: Retain materials purchased by the district and reduce purchasing of unused materials that the district already has in another campus/department.

Staff Responsible for Monitoring: CFO, librarians, Network Administrator, Director of Curriculum and Assessment, Director of Maintenance, Band directors

Problem Statements: Demographics 2

Formative Reviews

Considerable Progress

October

January

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 The district receives limited funding through property taxes. The parents also have limited abilities to provide for extracurricular and co-curricular student educational needs.	Since over 95% of our students are economically disadvantaged, the district has challenges in all areas of our budget. Our district receives less funding, yet has higher needs.

Performance Objective 2

Improve Safety through infrastructure, equipment, tools, and resources Outcomes: Fully implement Silent Panic Alerts by May 2026 Reunification plan and practice Full implementation of Busology with 100% of parents engaging with the App. Safety training re-enactment for all administration, staff, and students

Evaluation Data Source: 4.2.1

Weekly monitoring of Interior and Exterior Door Trackers, and door alarm data

4.2.3

Utilize After Action Review data to ensure corrective actions are in place.

4.2.4

Protocols will be established regarding implementation of IDs. Adherence to protocols

Strategy 1

Add a districtwide Silent Panic Alert System

Strategy's Expected Result/Impact: This measure will result in mitigation of injury if a catastrophic event was to occur

Staff Responsible for Monitoring: All campus security, administrators, Executive Director of Safety and Security

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Add access control to campuses

Strategy's Expected Result/Impact: Students will more quickly be able to re-enter the building in the case of a dangerous situation outside of the campus building.

Staff Responsible for Monitoring: Director of Maintenance and Transportation

Formative Reviews



Accomplished

October

January

April

June

Strategy 3

Implement district-wide Walkie Talkies and Raptor II software system.

Strategy's Expected Result/Impact: Improve communication in an emergency situation to reduce harm and ensure staff and students are safe.

Staff Responsible for Monitoring: Executive Director of Student Services and Safety

Formative Reviews



Accomplished

October

January

April

June

Strategy 4

ID badges for PK-12 will be issued with the expectation that students will be wearing them at all times.

Strategy's Expected Result/Impact: Non-district students and staff will not be allowed to enter the building.

Staff Responsible for Monitoring: All campus administration, Executive Director of Safety and Student Services

Formative Reviews



Accomplished

October

January

April

June

Strategy 5

Expand the use of metal detectors from DAEP to the secondary campuses.

Strategy's Expected Result/Impact: Increase security and reducing the c

Staff Responsible for Monitoring: This measure will reduce risk of gun violence event in the district.

Formative Reviews

Some Progress

October

January

April

June

Performance Objective 3

Build a healthy fund balance through transparency and strong financial stewardship Outcomes: Increase from 1.5 months to three months of expenses in fund balance by 2028. A rating on the Financial Integrity Rating System of Texas report by 2028. 94% Average Daily Attendance Increase enrollment by 5% to 1850

Evaluation Data Source: Adopts and maintains an annual balanced budget.

Student-teacher ratios

Staff-student ratios

Administrative costs

Attendance and enrollment data

Monthly analysis of revenue vs expenditures

Settle-up amounts

Strategy 1

Proactive and responsive budgeting and business practices including: accurate PEIMS coding, efficient use of software systems, and maintaining timely data regarding current cash-flow and yearly projections.

Strategy's Expected Result/Impact: Improve district FIRST rating.

Staff Responsible for Monitoring: CFO, Accountant, PEIMS coordinator, Director of Curriculum and Assessment, Instructional Technology Coordinator

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 2

Increase revenue through: improving attendance, increase I&S rate in order to pay off debt early, pursuing grant opportunities, and selling of real estate.

Strategy's Expected Result/Impact: Increase debt capacity, FIRST rating, and fund balance.

Staff Responsible for Monitoring: CFO

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

October

January

April

June

Strategy 3

Reduce spending by adjusting staffing yearly to reflect current student enrollment, prioritizing instructional and programmatic needs, eliminating all excessive spending (strategic abandonment).

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: CFO, Director of Human Resources, Director of Curriculum and Assessment

Problem Statements: Demographics 2

Formative Reviews

Some Progress

October

January

April

June

Strategy 4

Increase enrollment through strategic marketing of programs offered in the district.

Strategy's Expected Result/Impact: Increase enrollment and retention of current students.

Staff Responsible for Monitoring: Superintendent

Problem Statements: Demographics 2

Formative Reviews

Some Progress

October

January

April

June

Strategy 5

Utilize the Omella platform to receive funds for fundraising and other events

Strategy's Expected Result/Impact: Facilitate more accurate accounting of funds, as well as increase funds since the district will have a consistent electronic method of receiving donations and payments.

Staff Responsible for Monitoring: CFO, Club and Activity sponsors

Problem Statements: Demographics 2

Formative Reviews

Some Progress

October

January

April

June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The district receives limited funding through property taxes. The parents also have limited abilities to provide for extracurricular and co-curricular student educational needs.	Since over 95% of our students are economically disadvantaged, the district has challenges in all areas of our budget. Our district receives less funding, yet has higher needs.

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Implement an aligned curriculum based on effective teaching and learning practices including using: systematic reading instruction (Heggerty, Really Great Reading, Guided Reading, Writing Workshop) Bluebonnet Math (K-8), and ELAR (K-5), STEMSCOPES, cross-curricular planning, and writing across the curriculum.
1	1	2	Utilize multiple forms of assessment to make data-informed instructional decisions through consistent implementation of PLCs.
1	1	4	Provide rigorous learning opportunities that challenge all learners through differentiated coursework, co-curricular and extracurricular activities including: Pre-AP, GT projects, GT academy, small group instruction, dual credit, UIL competitions, and Spelling Bee.
1	2	1	Provide opportunities for dual credit work and additional college credit through AP exams. Students have the opportunity to earn credits, become CORE complete, and/or completing an associate's degree through the Early College High School Program through counseling, AVID, and College Readiness course.
1	2	2	Support students in passing TSI examinations through Summer Bridge and ongoing during the day and after school/Saturday tutoring opportunities.
1	2	3	Provide workshops for students and parents on college topics including: FAFSA, completing applications, and scholarships.
1	2	5	Provide work-based learning opportunities through the TEA Summer CTE grant, the 21st Century CCLC ACE program, and other partnerships.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan **Signature of Assurance**



Funding Summary

Funding Summary

Title I (211)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	3		--	\$0.00
1	1	4		--	\$0.00
2	2	1		--	\$0.00
3	1	2		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$1,076,096.00
				+/- Difference	\$1,076,096.00

Title II (255)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	\$0.00
2	1	3	Math and Science Stipends	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$121,151.00
				+/- Difference	\$121,151.00

Title III (263)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$14,904.00
				+/- Difference	\$14,904.00

Title IV (289)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$0.00
1	2	1		--	\$0.00
1	2	4		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
3	1	3	Parent Square	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$80,914.00
				+/- Difference	\$80,914.00

EMAT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	3		--	\$0.00
2	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$148,500.00
				+/- Difference	\$148,500.00

IDEA-B (224)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$440,756.40
				+/- Difference	\$440,756.40

Strong Foundation Implementation Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$200,000.00
				+/- Difference	\$200,000.00

21st Century CCLC (ACE) Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$922,150.00
				+/- Difference	\$922,150.00

Perkins (244)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
1	2	4		--	\$0.00
1	2	6		--	\$0.00
1	2	8		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$34,227.00
				+/- Difference	\$34,227.00

Summer CTE Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$48,700.00
				+/- Difference	\$48,700.00

SAFE Cycle 2 Safety Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

Citgo

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$62,500.00
				+/- Difference	\$62,500.00

Special Education (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$3,000,541.49
				+/- Difference	\$3,000,541.49

Dyslexia (PIC 37)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$123,600.00
				+/- Difference	\$123,600.00

State Compensatory Education (PIC 30)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,386,056.00
				+/- Difference	\$2,386,056.00

Bilingual Education (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$82,700.00
				+/- Difference	\$82,700.00

Career and Technology Education (PIC 22)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$464,630.00
				+/- Difference	\$464,630.00

Early Childhood Education (PIC 36)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$450,924.00
				+/- Difference	\$450,924.00

Gifted Education (PIC 21)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$32,901.00
				+/- Difference	\$32,901.00

Outcome Based CCMR (PIC 38)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$28,330.00
				+/- Difference	\$28,330.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	RJ Alvarado	7/21/2025	Kim Moore	12/27/2025
Child Abuse and Neglect	Rhonda Garcia	7/21/2025	Kim Moore	12/27/2025
Coordinated Health Program	RJ Alvarado	7/21/2025	Kim Moore	12/27/2025
Decision-Making and Planning Policy Evaluation	Kim Moore	7/22/2025	Kim Moore	12/27/2025
Disciplinary Alternative Education Program (DAEP)	Belinda Gamez	8/1/2025	Kim Moore	12/27/2025
Dropout Prevention	RJ Alvarado	9/2/2025	Kim Moore	12/28/2025
Dyslexia Treatment Program	Roana Rivera	9/2/2025	Kim Moore	12/27/2025
Pregnancy Related Services	Rhonda Garcia	9/2/2025	Kim Moore	12/27/2025
Post-Secondary Preparedness	Rhonda Garcia	9/2/2025	Kim Moore	12/27/2025
Recruiting Teachers and Paraprofessionals	Belinda Gamez	8/4/2025	Kim Moore	12/28/2025
Student Welfare: Crisis Intervention Programs and Training	RJ Alvarado	12/10/2025	Kim Moore	12/27/2025
Student Welfare: Discipline/Conflict/Violence Management	RJ Alvarado	9/2/2025	Kim Moore	12/27/2025
Texas Behavior Support Initiative (TBSI)	Roana Rivera	8/1/2025	Kim Moore	12/27/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	RJ Alvarado	7/17/2025	Kim Moore	12/27/2025
Homeless Plan	RJ Alvarado	9/2/2025	Kim Moore	12/27/2025
Parent and Family Engagement Policy	Judy Gonzalez-Rodriguez	9/2/2025	Kim Moore	12/28/2025
Title III Parent Family Engagement Plan	Judith Gonzalez-Rodriguez	9/2/2025	Kim Moore	12/29/2025
Safety Manual	RJ Alvarado	10/1/2025	Kim Moore	12/28/2025

