

WEST OSO INDEPENDENT SCHOOL



BEARS BUILDING FOR SUCCESS!
LEARNING TODAY. LEADING TOMORROW.

2023-2024

Transparency Resiliency Unity Equity

DISCLAIMER

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful fall academic program. District policies and procedures included herein have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to Kimberly Moore, Executive Director of Academics.

This handbook is neither a contract nor a substitute for the official district policy manual, nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to the fall academic program. Policies and procedures can change at any time; changes shall supersede any handbook provisions that are not compatible.

For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed online at <https://pol.tasb.org/Home/Index/957>.

TABLE OF CONTENTS

TABLE OF CONTENTS	3
HEALTH AND SAFETY	4
COVID-19 FLOWCHART	5
CURRICULUM NON-NEGOTIABLES/NEGOTIABLES	6
LITERACY PLAN	8
FRAMEWORK	8
CURRICULUM, MATERIALS, AND RESOURCES	9
LITERACY BLOCKS	10
READING ACADEMIES.....	11
PROGRESS MONITORING/ASSESSMENT	11
MOTIVATIONAL TOOLS.....	12
INTERVENTION	12
ELAR PROFESSIONAL LEARNING	12
INSTRUCTIONAL TECHNOLOGY RESOURCES	13
INTERVENTIONS.....	16
TUTORING	16
HOUSE BILL 4545 AND ACCELERATED LEARNING	16
PROFESSIONAL LEARNING	18
AVID	18
BEAR TIPS ACADEMY (BTA).....	18
LEARNING ROUNDS.....	18
MENTORING	18
PRE-AP TRAINING.....	19
PROJECT LEAD THE WAY (PLTW).....	19
REALLY GREAT READING.....	20
STUDENT DATA TRACKERS	20
TEACHING AND LEARNING CONFERENCE.....	20
WRITING WORKSHOP TRAINING	21
SOCIAL-EMOTIONAL LEARNING.....	21
SPECIAL PROGRAMS.....	26
DYSLEXIA	26
ENGLISH LEARNERS.....	26
RTI	27
SPECIAL EDUCATION	27
ADVANCED ACADEMICS	28
ADVANCED PLACEMENT (AP)	28
CTE.....	28
EARLY COLLEGE HIGH SCHOOL	29
GIFTED & TALENTED	30
PRE-AP.....	31
SAT/ACT	31
TSIA2	31
GRANTS & PARTNERSHIPS	33
FUNDING-ESSER III.....	42

HEALTH AND SAFETY

Emergency Operations Planning

The West Oso Independent School District is committed to the safety and security of students, faculty, staff, and visitors on its campus(es). The LEA has undertaken the task of planning for any emergencies that may arise. It is our contention that by preparing for possible crises and providing guidelines, all persons involved will be equipped with the tools necessary to handle particular situations.

The Emergency Operations Planning Committee has approached the emergency response issue by providing safe, logical, and humane steps to be considered when faced with a crisis situation. The primary goals of the Emergency Operations Plan are the protection of lives and property, responding to emergencies promptly and properly, and the ability to mitigate the effects of a disaster and aid in disaster recovery.

West Oso ISD has four non-campus facilities that include the Administration Building, Technology, Special Education and Transportation. The four campus facilities include West Oso High School, West Oso Junior High School, West Oso Elementary and John F. Kennedy Elementary. The District demographics include students with disabilities, access and functional needs, and limited English proficiency. While students are in school, the legal doctrine “in loco parentis” applies. The schools have the responsibility to safeguard the students.

The Superintendent or their designee identifies District Safety and Security Committee members, convenes meetings, and supports the school safety process. The District Committee meets at least four times a year and may be called upon to support emergency operations, facilitate special events, and support after action reviews. Campus level safety and security teams are established at each campus to carry out responsibilities specific to their campus. It is the responsibility of the team to develop, maintain, and test campus emergency plans.

Safety and Security Trainings

Safety and Security trainings for all WOISD employees include:

Accidents/Medical Emergencies
Allergy/Anaphylaxis
Bloodborne Pathogens
Armed Threat
Bomb
Bus Incidents
Child Protection
COVID-19 Protocols
Cybersecurity
David’s Law/Bullying
Evacuation Procedures
Harassment/Sexual Harassment
Fire Drills
Incident Command

Human Trafficking
Intruder
Lockdown
NARCAN
Severe Weather
Stop the Bleed
Suicide Awareness
Teen Dating Violence
Threats
Trauma/Mental Health
Unidentified Persons
Violence in the Workplace
Weapons on Campus

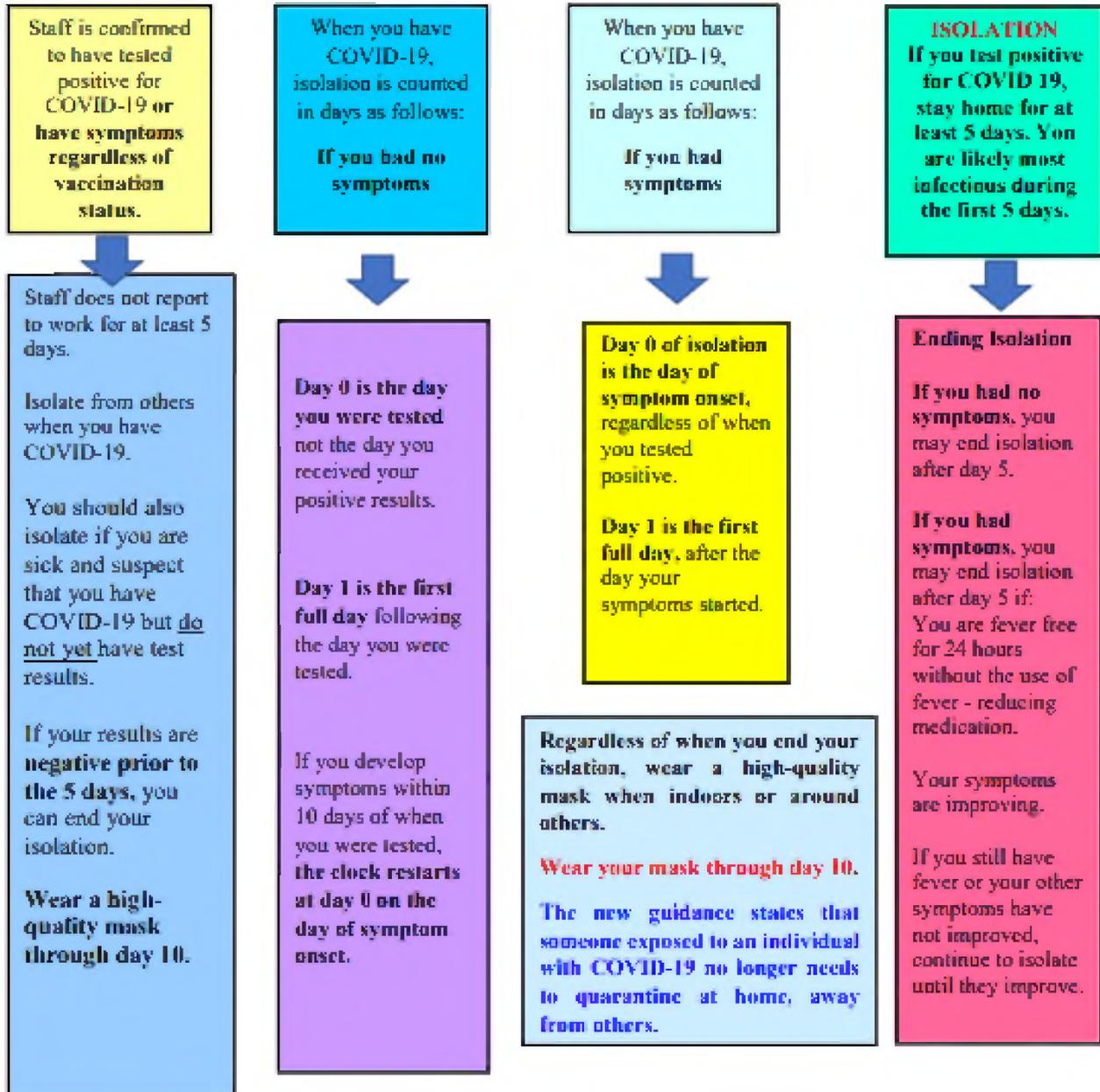


Health and Wellness
Administrative Offices

West Oso Independent School District
5350 Bear Lane
Corpus Christi, Texas 78405



STAFF FLOW CHART FOR COVID – 19



• Information based on CDC Guidelines - Updated 8/9/2023



INSTRUCTIONAL PRACTICES

DISTRICT- BASED

NON-NEGOTIABLE	NEGOTIABLE
TRS CURRICULUM/COMPONENTS	TRS CURRICULUM/COMPONENTS
<ul style="list-style-type: none"> Year At a Glance (Curriculum Standards) (YAG)* 	<ul style="list-style-type: none"> Content Specific Resources such as flashcards, online manipulatives, literature connections
<ul style="list-style-type: none"> TEKS Clarification Document (TCD) 	
<ul style="list-style-type: none"> Instructional Focus Document (IFD) 	
<ul style="list-style-type: none"> Vertical Alignment Document (VAD) 	
<ul style="list-style-type: none"> Cross Curricular Alignment Document (CCAD) 	
INSTRUCTIONAL MODEL/COMPONENTS/MATERIALS	INSTRUCTIONAL MODEL/COMPONENTS/MATERIALS
<ul style="list-style-type: none"> Backward Design (TEKS study/Design Test/Lesson Plan) 	
<ul style="list-style-type: none"> Eureka, Carnegie, STEMSCOPES, Really Great Reading, Heggerty, Zearn 	<ul style="list-style-type: none"> Supplemental resources
<ul style="list-style-type: none"> Google Lesson Plans/Uploaded 2 weeks in advance 	<ul style="list-style-type: none"> Processes, procedures/ instructional strategies used
<ul style="list-style-type: none"> TEKS 	
<ul style="list-style-type: none"> Student Learning Objectives 	<ul style="list-style-type: none"> Student friendly objective vs. exact objective
<ul style="list-style-type: none"> Engaging, Student-Centered Instructional Activities (address learning styles and performance levels) 	<ul style="list-style-type: none"> Choice of specific activities can vary.
<ul style="list-style-type: none"> Differentiation (ELs, GT, SPED, RTI/Learning Styles) including content delivery and assessment. 	<ul style="list-style-type: none"> Scaffolding as needed. How can I design lessons that are accessible to all?
<ul style="list-style-type: none"> Document accommodations and supports provided for special programs (EL, SPED, RTI, 504) in gradebook and district required documentation 	
<ul style="list-style-type: none"> Adhere to ELAR/Math Time Components (Elem.) 	
<ul style="list-style-type: none"> District Literacy Plan 	
<ul style="list-style-type: none"> Guided Reading (Small group focused instruction using differentiated lessons to support student growth) with Literacy Stations/ Guided Math (Elem.) 	
<ul style="list-style-type: none"> Writing to Respond outside of ELAR classes 	

<ul style="list-style-type: none"> Using Costa's Level 1, 2, and 3 questioning. 	<ul style="list-style-type: none"> Advanced scripting of questions
<ul style="list-style-type: none"> Student goal setting w/modeling from teachers and administrators. Developing strategies to achieve their goals. 	
<ul style="list-style-type: none"> Student data tracking 	<ul style="list-style-type: none"> Specific data that is being tracked (Grade level decision)
<ul style="list-style-type: none"> Lead4ward Instructional Playlist Strategies 	<ul style="list-style-type: none"> Specific strategies and frequency will vary according to content area and grade level

PROFESSIONAL LEARNING COMMUNITIES	PROFESSIONAL LEARNING COMMUNITIES
<ul style="list-style-type: none"> Cross-Curricular Planning 	
<ul style="list-style-type: none"> Focused on Dufour's questions <ul style="list-style-type: none"> What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? 	
<ul style="list-style-type: none"> Team planning of pacing calendars 	
<ul style="list-style-type: none"> Discussion of daily lessons Inclusion teachers as part of the lesson plan discussion 	
<ul style="list-style-type: none"> TEKS Study and Teacher Sharing, Modeling of Effective Strategies (TEKS Breakdown/Specificities) 	<ul style="list-style-type: none"> Observing of teachers (either as an individual or team)
<ul style="list-style-type: none"> Data Analysis 	<ul style="list-style-type: none"> Groupings
ASSESSMENT	ASSESSMENT
<ul style="list-style-type: none"> Common online summative and formative ALL PRE/POST tests in Eduphoria (other than Portfolios, Circle, Amplify). BOY, MOY and EOY tests should cover the same TEKS but be completely different tests. Students will be given opportunities for reteaching TEKS that they have not yet mastered Students will be reevaluated to demonstrate mastery using an alternative assessment. 	<ul style="list-style-type: none"> Campus decides on exact format of alternate assessment (see grading guidelines) Campus decides timeline for reteaching and retesting
STUDENT WORK/BULLETIN BOARDS	STUDENT WORK/BULLETIN BOARDS
<ul style="list-style-type: none"> Student work displayed on bulletin boards are examples of creativity and originality (student writing and drawing), rather than worksheets or writing that has been copied from the board Student work displayed on bulletin board is updated at least one time per nine weeks 	

WEST OSO ISD LITERACY PLAN

FRAMEWORK

The literacy program framework is an expectation of West Oso ISD. This plan specifies the implementation of the Texas Essential Knowledge and Skills (TEKS) curriculum, selection of instructional resources, and assessment of student learning. All students in the district will be given high quality curriculum materials and instruction with the goal of every student reading at or above grade level.

The literacy plan will be implemented as follows:

- The C&I department in conjunction with the instructional facilitators will outline the requirements of the district literacy plan. All members of the team will provide direct support and resources to the campuses.
- The campus administrators will ensure that the literacy plan is implemented with fidelity.
- Teachers will provide input on the plan during the Summer Curriculum Writing sessions and throughout the year as refinements are made.
- Teachers will adhere to the literacy plan in addition to creating a literacy-rich environment for students.
- All team members will utilize the district curriculum resources (both print and online documents) that were selected by the district adoption committee.
- All team members will complete the Reading Academies required by HB3. In addition to the implementing tools from the Reading Academies, the team will utilize researched-based practices.
- In addition to assessments provided through the instructional technology programs, teachers will create both an A and B formative, end of unit, and benchmark assessments to regularly determine student progress with the TEKS. In writing, the teachers will use the appropriate rubric to assess both the process, conventions, and specifics to the genre.
- Teachers will fulfill the district requirements for student progress monitoring. Campus administrators and the C&I department will implement a timeline for monitoring students' progress. Data will be collected for students in special programs to ensure they are meeting their goals.
- Students struggling with reading performance will be individually monitored through the RTI Tiered Response System. Both campus administrators and the C&I department will review the data and provide support and resources to the campuses.
- Librarians will collaborate with teachers and campus administrators to select appropriate texts for the library, support instructional plans, provide campus instructional technology training and data monitoring, and assist students in selection of books at the independent reading level.
- Auxiliary staff will encourage and promote the culture of reading by working together with classroom teachers.
- Campus tutors and student teachers will work, individually and in small groups, with struggling students utilizing the curriculum materials provided by the campus. Enrichment activities will be given to students who have mastered the curriculum.
- Campuses will offer a variety of reading events such as book fairs, literacy nights, guest speakers, and author visits. The Sight Word Superheroes and AR Points Program will recognize students that meet their goals.
- The diversity of student cultures and backgrounds will be acknowledged and incorporated into the literacy program.
- All students who did not meet grade level expectations will be placed into tutoring groups with a 3:1 student teacher ratio whenever possible.

- Additional tutoring will be provided during after school programming.
- Grade level teams will have common planning time to collaboratively develop lessons, assessments, and pacing calendars.

CURRICULUM, INSTRUCTIONAL MATERIALS AND TECHNOLOGY

CURRICULUM

- ELAR TEKS
- TEKS Resource System (TRS)

INSTRUCTIONAL MATERIALS

- Really Great Reading
- Heggerty
- Savvas/Pearson
- McGraw Hill Study Synch

INSTRUCTIONAL TECHNOLOGY

- Renaissance Learning (AR and STAR)
- Moby Max (JFK)
- Learning Farm
- Study Island
- Pebblego & Pebblego Next
- Tumblebooks
- Starfall

RESOURCES

- Lead4ward
- CLI Engage
- Reading Academies
- Amplify (Both testing and interventions)

LITERACY BLOCKS

Teaching reading skills effectively is a complex task which requires that sufficient time is allocated for the teaching of the necessary elements of reading which are: phonological awareness, phonics, vocabulary, fluency and reading comprehension. To support students' growth, the teacher needs to use instructional materials as well as the read aloud with accountable talk, word study, writing and other programs to specifically target needed growth. To teach phonological awareness, oral language, and vocabulary, read aloud, fluency, comprehension, word study, and writing. Individual and small group instruction include paired reading, sharing reading, independent reading, and guided reading.

West Oso ISD is creating standardized literacy blocks for all grade levels (K-5). These blocks specify the amount of time for teaching the skills needed for students to become proficient in reading.

Literacy Blocks			
General Description	K	1st	2nd
Phonological and Phonemic Awareness Heggerty, RGR	50 mins.	50 mins.	50 mins.
Read Aloud with Accountable Talk	10 mins.	10 mins.	10 mins.
Comprehension	20 mins.	20 mins.	20 mins.
Writing	25 mins.	30 mins.	30 mins.
Teacher – led Small Groups & Centers	45 mins.	40 mins.	40 mins.
	150 mins.	150 mins.	150 mins.

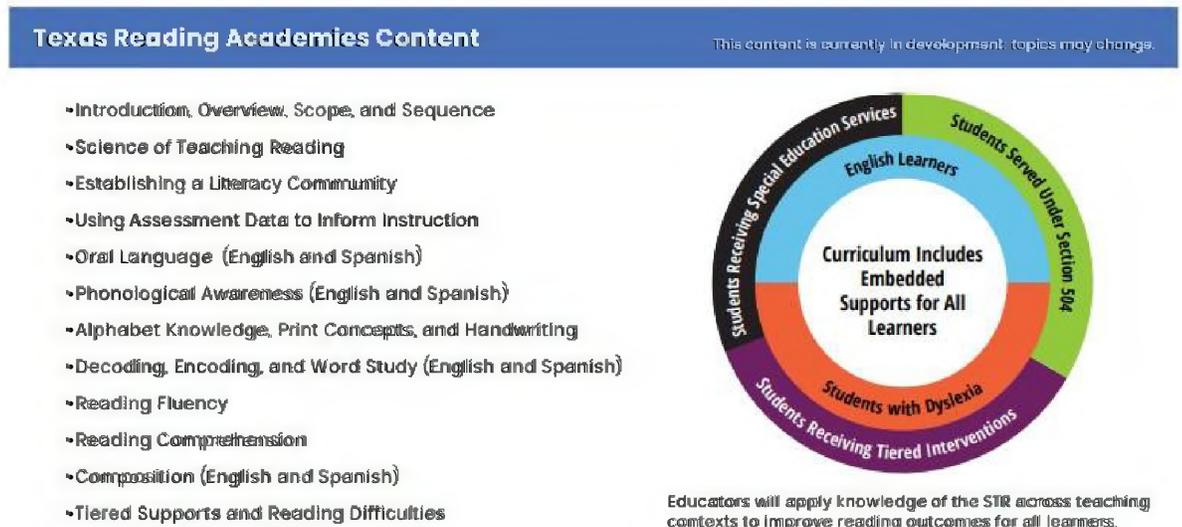
Literacy Blocks			
General Description	3rd	4th	5th
Word Work fluency, phonics, morphology, phonemic awareness	35 mins.	25 mins.	25 mins.
Writing mini lesson & independent writing	40 mins.	40 mins.	40 mins.
Read-aloud with accountable talk	15 mins	embedded in writing	embedded in writing
Small Group Teacher-led & Centers mini-lesson, comprehension, extensions (cross-curricular support)	60 mins.	40 mins.	40 mins.
	150 mins.	105 mins.	105 mins.

READING ACADEMIES

Per House Bill 3 (HB3), passed by the 86th Texas Legislature in June of 2019, all K-3 grade teachers and principals must attend a "teacher literacy achievement academy" by the 2022 - 2023 school year. Special education teachers, librarians, and literacy specialists are also required to attend.

The C&I staff, instructional facilitator, and campus administrators completed the Reading Academies during the 2020-2021 school year. Twenty-three staff members are completed the Reading Academies during the 2021-2022 school year. The remaining seventeen staff members required to complete the Reading Academies will do so during the 2022-2023 school year. New hires will continue to be trained yearly.

The graphic below summarizes the content taught in the course:



PROGRESS MONITORING & ASSESSMENT

- Students in grade levels K-3 are assessed at the beginning, middle, and end of the school year using the mCLASS with Amplify Reading - Early Literacy Assessment. mCLASS is an integrated, gold standard literacy system based on the science of reading that offers teacher-administered assessment.
- Students in grades 1-3 are assessed using the Standardized Test for the Assessment of Reading (STAR) three times a year. Kindergarten students are assessed in the spring only.
- Students in grades K-3 are assessed each six weeks on sight word recognition.
- Students have fluency checks every three weeks.
- Teachers record students' Guided Reading Levels (instructional reading level) based on teacher observation of student's reading and Accelerated Reader (independent reading level) every six weeks on the Progress Monitoring google spreadsheet.
- Students take End of Unit (EOU) assessments that are aligned to grade level TEKS with the opportunity for reteach and another assessment as needed.

MOTIVATIONAL TOOLS

- A variety of incentives will continue to be implemented. Individual students and classes will receive Accelerated Reader awards. These awards will be based on students achieving individual goals (differentiated by students' reading level).
- Both John F. Kennedy and West Oso Elementary will hold literacy events that promote reading. Those events include Family Literacy Nights, Author Visits, DEAR Day, Book Tasting, and Book Fairs.
- The sight word club recognizes students who master their sight words each six weeks.
- Students will utilize their own self-monitoring data sheets to track their progress.
- Extracurricular opportunities include: UIL Storytelling, Oral Reading, and Spelling; Regional Spelling Bee; Battle of the Books, and after school Book Club.

INTERVENTION

The K-3 Reading Specialist will be hired to focus on struggling students.

Responsibilities will include:

- Evaluate student data for strengths and weaknesses in reading
- Assist teachers in disaggregating and analyzing data from Amplify, formatives, EOUs, benchmarks, and STAAR
- Coordinate individual and small group support services for students experiencing reading difficulties
- Train and monitor grade level tutors
- Assist with planning
- Modeling research-based instructional strategies

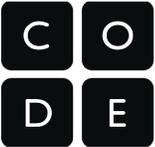
Other Intervention Activities:

- High quality curriculum, instruction, and instructional technology materials will continue to be vetted and usage monitored.
- Reliable and engaged tutors will continue to be hired and trained. The frequency of sessions will be predetermined, materials will be aligned to TEKS and curriculum, and classroom teachers will be included in progress monitoring.

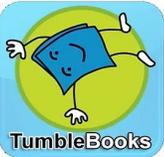
ELAR PROFESSIONAL LEARNING

- Heggerty - Phonemic Awareness. This training will be facilitated by the Reading Specialist.
- Moby Max (JFK) used for RTI Tier II with specific goals set for students
- Guided Reading-Providing small group focused instruction using differentiated, research-based lessons to support student growth.
- Really Great Reading systematic and explicit phonics instructional program
- Tutor Training- Dr. Bethanie Pletcher will train the iHeart tutors; West Oso will train the tutors that are hired by the district
- mCLASS Reading Assessment- training on administering and analyzing the results of this assessment will be provided for new teachers and retraining will be provided as needed.
- Writer's Workshop training will be provided for all teachers (K - 2nd) at JFK and ELAR teachers from WOE and be implemented this school year.

INSTRUCTIONAL TECHNOLOGY RESOURCES

	Program	Grade Level	Description
	Amplify: mClass	K-3 and 6-8	Teacher-administered literacy assessment used for reading and dyslexia screening.
	Brain Pop Jr. Brain Pop	PK-8	BrainPOP is a creative resource used to explain difficult concepts to young children. It is a trusted learning platform, which supports core and supplemental subjects.
	Carnegie Learning: MATHia	6-8	Supplemental math software program that offers real-time feedback based on students' skills and projection. MATHia is designed to provide individual student support and insightful data.
	Code.org	K-12	Code.org® is dedicated to expanding access to computer science in schools and increasing participation by young women and students from other underrepresented groups. The Code.org vision is that every student in every school has the opportunity to learn computer science as part of their core education.
	CTE-ICEV	9-12	Online platform for curriculum & testing leading to Industry Based Certification.
	Flocabulary	PK-12	Flocabulary is a company that sees every lesson as an opportunity to bring the curriculum to life and reinforce core knowledge and skills.
	Formative	9-12	Formative is a web-based tool that allows teachers to create assignments, deliver them to students, receive results, and provide individualized feedback in real-time.
	Great Minds: EUREKA	PK-5	Core math program designed to advance equity in the math classroom by helping students build enduring math knowledge.
	Heggerty	PK-5	The Heggerty Phonemic Awareness Curriculum provides everything needed to teach daily phonemic awareness lessons.
	Imagine Learning	9-12	Imagine Learning courses blend rigorous, standards-based instruction with lessons with multimedia tools and resources. Direct-instruction videos feature expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. A credit recovery and acceleration tool.

	Khan Academy	K-12	Created by experts, Khan Academy's library of trusted, standards-aligned practice and lessons covers math K-12 through early college, grammar, science, history, AP®, SAT®, and more. It's all free for learners and teachers.
	Learning.com	6-8	Technology Application digital curriculum. Effective lessons that engage students in critical digital skills including digital literacy, computer coding, keyboarding, online safety, virtual robotics, and more.
	Learning Farm	K-5	Program designed to deliver differentiated instruction and varied item formats, including short-answer and multi-answer select. Extensive library of original literary and informational texts.
	MobyMax	K-2	MobyMax was founded with the goal of closing learning gaps for all students. The mission is to enable every child to learn by creating a research-powered, tech-enabled curriculum and assessment platform in mathematics.
	Overdrive	3-12	OverDrive is a service offered by your library or school that lets you borrow digital content (like ebooks and audiobooks) anytime, anywhere.
	PebbleGo	PK-2	PebbleGo utilizes educational videos and games to teach students how to cite articles, create reports, and share what they've learned.
	PebbleGo Next	3-5	PebbleGo Next utilizes educational videos and games to teach students how to cite articles, create reports, and share what they've learned.
	Quaver Education	K-5	Standards-aligned Health and PE curriculum that promotes wellness and movement with engaging lessons.
	Quill	9-12	Supplemental grammar program which provides literacy activities that build reading comprehension, writing, and language skills.
	Reading A-Z	K-3	To help readers develop necessary foundational and key reading skills, Reading A-Z provides a variety of teaching materials, including a complete phonics program, alphabet and high-frequency resources, shared reading books, readers theater scripts, fluency passages, and various assessments.
	Renaissance Learning: Accelerated Reader	K-5	Accelerated Reader allows students to test on leveled books that are designed to meet their individual needs and improve their reading level. It helps to monitor and manage students' independent reading practice by encouraging them to read.
	Starfall	PK-2	Starfall is a children's website that teaches basic English reading and writing skills.

	STEMSCOPES	K-12	Science curriculum combining research-based teaching strategies with invaluable insight of real-life educators to provide a carefully curated, rigorous curriculum that both challenges and sparks the curiosity of students.
	Storyline	PK-2	Reading aloud to children has been shown to improve reading, writing and communication skills, logical thinking and concentration, and general academic aptitude, as well as, inspire a lifelong love of reading. Storyline Online® streams videos featuring celebrated actors reading children’s books alongside creatively produced illustrations.
	Study Island	K-5 Bilingual 6-8	Study Island supports students so that they can master state-specific, grade-level academic standards in a fun and engaging manner. Study Island combines rigorous content with interactive features and games that engage students and reinforce and reward learning achievement.
	ST Math	K-5	A visual supplemental math instructional program that provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and formative feedback thus allowing students to build deep conceptual understanding.
	Successmaker	K-2	SuccessMaker is an adaptive reading program that provides individualized learning pathways. Through adaptive motion, the program personalizes learning paths for mastery of essential reading skills.
	TexQuest	3-12	TexQuest electronic resources are licensed for the exclusive use of Texas K-12 public schools and open-enrollment charter schools. TexQuest offers access to a wide variety of resources for students including: Britannica, Gale, Learn 360, National Geo Kids, Proquest, and Teaching Books.
	Tumblebooks Tumblemath	K-5	Tumble Book Library builds literacy, mathematics, and technological skills. The Tumble Book collection has over 1100 titles. It includes animated talking picture books, chapter books, videos, non-fiction titles, graphic novels, playlists, and books in Spanish. TumbleMath is the most comprehensive collection of math picture books (All in the amazing TumbleBook format complete with animation and narration).
	Typesy	3-5	Typesy is a keyboarding program that enables students to improve their typing speed and accuracy using a plethora of fun activities, games and courses. It speeds up the students' overall educational progress as it helps them increase their typing speed.

HOUSE BILL 1416 & INTERVENTIONS

TUTORING

During the day tutors will be utilized at all campuses. JFK tutors will be focusing on reading and mathematics. West Oso Elementary tutors will be utilized for reading and mathematics. There will be specialized tutoring for English Learners at all four campuses.

OVERVIEW OF HOUSE BILL 1416

House Bill 1416 recently passed in the 88th Regular Legislative Session which is a modified and updated version of House Bill 4545 (87R). The new statute is effective, as of June 9, 2023, with accelerated instruction practices required during the 2023-2024 school year for all students, based on results from Spring 2023. Texas law requires all students who do not achieve approaches or higher on STAAR grades 3-8 or EOC assessments be provided accelerated instruction. These requirements- modified by HB 4545 (87R) and recently updated with the passage of HB 1416 (88R) state that qualifying students must be:

- Assigned a TIA-designated teacher for the subsequent school year in the applicable subject area; OR
- Provided supplemental instruction, in addition to instruction typically provided to students in the grade levels in which they are enrolled and including targeted instruction in the Texas Essential Knowledge and Skills (TEKS)

HB 1416 amends current law relating to accelerated instruction provided to public school students who do not achieve approaches or higher on certain assessment instruments. These changes include:

- Removing the requirements for an Accelerated Learning Communities while requiring an Accelerated Education Plan after a student fails to achieve approaches or higher on two consecutive STAAR assessments in the same subject
- Limiting tutoring to 2 subject and no longer optional assessment administrations
- Increasing the student-to-tutor ratio from 3:1 to 4:1 for tutoring group size
- Clarifying that students who take STAAR Alternate 2, are retained, or take substitute high school assessments are not subject to accelerated instruction requirements
- Reducing minimum hour requirement from 30-15 for some students
- Adding local educational agencies (LEAs) receiving compensatory education funding as criterion for included LEAs
- Providing student-to-teacher ratio waivers for use of approved online curriculum (approvals available Spring 2024)
- Clarifying that parents may modify or remove supplemental instruction requirements with a letter to a campus administrator
- Clarifying that parents must be notified of student who does not perform on applicable assessments
- Requiring TEA to monitor implementation of accelerated instruction

For school year 2023-2024:

Accelerated instruction: For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2023-2024 school year (starting in fall 2023) or subsequent summer of 2023). Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (e.g., tutoring) before or after school, or embedded in the school day and meeting HB 1416 requirements.

ACCELERATED LEARNING COMMITTEE & SUPPLEMENTAL INSTRUCTION

Districts and LEAs are required to develop an Accelerated Education Plan after a student fails to achieve approaches or higher on two consecutive STAAR assessments in the same subject area. The goal of the Accelerated Education Plan is to provide the student with the necessary accelerated instruction to enable the student to perform at the appropriate grade or course level by the conclusion of the school year. **The accelerated educational plan should include:**

- The reason the student did not perform satisfactorily on the applicable assessment
- Number of hours of instruction the student is to be provided (15 hours, limited to two subjects)
- Plan for progress monitoring and assessment data
- Expanded times in which the instruction is available to the student
- Any necessary additional resources

No later than the start of the subsequent school year or as soon as practicable after the release of performance level results for Spring 2023 grades 3-8 assessments, an accelerated education plan must be developed for a student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year.

Supplemental instruction must:

- Deliver targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas.
- Be provided *in addition to* instruction normally provided to students in the grade level in which the student is enrolled.
- Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Not be scheduled such that a student is removed from any of the following:
 - Instruction in grade-level content for the foundation curriculum
 - Instruction in enrichment curriculum for the grade level in which the student is enrolled
 - Recess or physical activity that is available to other students enrolled in the same grade level.
- Be provided for no less than 15 hours total during the summer or subsequent school year. If provided during the subsequent school year, it should include instruction no less than once per week.
- Be delivered in a 4-on-1 or small group environment, with no more than 4 students in a small group.

- Be provided by an individual with training in aligned instructional materials and under the LEA's oversight. Ideally, the same individual provides tutoring continuously for the student's entire supplemental instruction period.

PROFESSIONAL LEARNING

AVID

The AVID program and professional learning is designed for educators to explore strategies and resources focused on preparing all students to be College and Career Ready. It is designed to support Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) with digital strategies to prepare students with the skills needed to become independent learners. AVID training and implementation will be in grades 6-12 during the 2023-2024 school year.

BEAR TIPS ACADEMY (BTA)

This teacher induction program aims at assisting brand new teachers well into their third year. They will also be assigned a mentor who will guide, instruct, collaborate, and observe them throughout the academic year. Teachers and staff will strategically meet during the school year for training as well as one-on-one mentoring sessions. In addition to reducing turnover rates, the three years of guidance offers such things as understanding, strong foundational skills and practices, and individual support. The program essentially affords an opportunity for new teachers to the district to become familiar with the district's mission, values, and expectations while also developing master teachers who excel in implementing effective teaching practices that promote student learning.

MENTORING

The West Oso ISD mentoring program provides lead teachers & mentors with the knowledge and skills to offer support, so that the new teachers (mentees) and their students have the opportunity to be successful. It is crucial for the district to create a network of support in order for new to the profession teachers to experience success during their first year. Implementing an effective teacher induction program can improve new teacher retention rates, accelerate professional growth, provide a positive return on investment, and increase teacher effectiveness.

The mentors will carefully be selected from an in-house applicant pool. The application ensures that the mentor teacher meets the requirements including demonstrated instructional, interpersonal, and leadership skills; completed three years of teaching experience; and agreement to serve for a period of one year. Prior to the start of each school year, mentors participate in an annual research-based mentor induction training where the requirements for the program are laid out for the school year. Mentors are required to meet with their teachers on a monthly basis. Additionally, they participate in the first-year teacher training that occurs throughout the school year. The training calendar is set to ensure maximum participation. Professional development is held prior to the start of the school year, during the school day, and after school to offer flexibility for participants and limit instructional time out of the classroom.

PRE-AP TRAINING

The Pre-AP Program is a program offered to schools by College Board. Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, classroom assessments for learning, and collaborative educator workshops. They are designed to support all students across varying levels of abilities. The Program components provide educators and their students the space and time for deep engagement with content. The

Online Foundational Module Series is available on Pre-AP Classroom to all Pre-AP teachers at no charge. These course-specific modules can be completed in 12–20 hours and support teachers in planning and preparing for their Pre-AP course, while fulfilling the professional learning requirement for course designation.

PROJECT LEAD THE WAY

The mission of Project Lead the Way (PLTW) is to empower students to thrive in an evolving world by creating an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through our pathways in computer science, engineering, and biomedical science, students not only learn technical skills but also learn to solve problems, think critically and creatively, communicate, and collaborate. We also provide teachers with the training, resources, and support they need to engage students in real-world learning.

All K-5 teachers participate in **PLTW Launch Core Training**. This professional learning experience immerses teachers in a hands-on, collaborative learning environment that challenges them to look at their classrooms in a new way. Teachers take on the role of a student, engage in in-depth exploration of PLTW coursework, and gain invaluable experience to take back to their classrooms. This training helps teachers build skills and confidence around activity-, project-, and problem-based (APB) learning; prepares educators to become facilitators and coaches; and empowers them to bring learning to life through their PLTW program. New K-5 teachers receive training from WOISD employees who completed PLTW Launch Lead Teacher training.

Two teachers at West Oso Junior High will participate in **PLTW Gateway Training**. Two teachers will receive training to equip them to teach courses including: Design and Modeling, App Inventors, Automation and Robotics, as well as Computer Science for Innovators and Makers. At West Oso High School will participate in **PLTW Computer Science A, Computer Science Essentials, Computer Science Fundamentals, and Cybersecurity training**.

BLENDED LEARNING IN MATHEMATICS

Blended learning combines face to face instruction with online learning to provide access to core tier 1 instruction for all students while differentiating supplemental instruction based on individual student needs with powerful, adaptive online curriculum. West Oso ISD students in grades K-8 will participate in the Blended Learning grant which will support school districts through a planning stage, starting in fall of 2023-2024, to design and subsequently implement a high-quality blended learning model in math. Implementation will continue through the 2024-2025 school year.

REALLY GREAT READING

The Really Great Reading is a systematic, explicit phonics program that lays foundational skills for literacy for all students. It will also be utilized for remediation in grades 4-12. All ELAR K-3 teachers will receive intensive training, as well as tutors, and special education teachers across the district.

STUDENT DATA TRACKERS

West Oso ISD strives for students to take ownership of their learning and goal achievement. Allowing students to lead goal setting is one way to begin to create a learner-centered environment. Research shows that students who feel ownership of their learning are more likely to persevere in the face of challenges and take steps to proactively meet their goals.

The district will be implementing student tracking practices so students can monitor and measure their progress towards their goals. Individual data binders for the elementary level students and electronic trackers for secondary students will be used for students to assess their current level of proficiency, set goals, track progress, and reflect upon results. In doing so, students receive a visual picture of their own data and progress to identify if they are making improvement, showing regression, or just maintaining.

TEACHING AND LEARNING CONFERENCE

The Teaching and Learning Conference is a one-day, mandatory professional development opportunity hosted by the Curriculum & Instruction department. Before school starts, all teachers will attend six hourlong sessions that best suits their academic needs and interests. The sessions are conducted by teachers, central office staff, Texas A&M-CC professors, Education Service Center employees, as well as software trainers.

Topic selection for the event derives from staff survey responses, data analysis, current trends, along with content-based focuses. Sessions can be new training for some teachers while a refresher course for others. Areas of focus are not limited to, but target:

- Safety
- Data Driven Instruction
- Classroom Management
- Mental Health for Youth, Teens, and Adults
- Building Relationships with Families
- Lead4ward Instructional Strategies for Engagement
- Cross-Curricular Literacy

WRITING WORKSHOP TRAINING

Writing Workshop is an instructional practice designed to help children become confident and capable writers. During Writing Workshop, children have time to work independently and with their peers. They engage in the writing process by selecting topics, drafting, revising, editing, and publishing their original work. All K-5 teachers will participate in training and subsequent implementation of writing workshop in their classrooms.

SOCIAL AND EMOTIONAL LEARNING

WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social and Emotional Learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- recognize and manage their emotions;
- demonstrate caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively.

FIVE KEY AREAS OF SOCIAL-EMOTIONAL LEARNING

SELF-AWARENESS

Self-awareness involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

SELF-MANAGEMENT

Self-management requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

SOCIAL AWARENESS

Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

RELATIONSHIP SKILLS

Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

RESPONSIBLE DECISION MAKING

Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

School is one of the primary places where students learn social and emotional skills. An effective SEL program should incorporate four elements:

- **Sequenced:** connected and coordinated sets of activities to foster skills development
- **Active:** active forms of learning to help students master new skills
- **Focused:** emphasis on developing personal and social skills
- **Explicit:** targeting specific social and emotional skills

SHORT- AND LONG-TERM BENEFITS OF SOCIAL-EMOTIONAL LEARNING

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions
- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship.

OTHER PROGRAMS PROVIDED BY WEST OSO ISD FOR SOCIAL-EMOTIONAL LEARNING FOR STUDENTS

BEAR TIME

Students will also have daily social emotional learning time, through *Bear Time*. Bear Time is a consistent 15-20 minutes each day where the students and teachers can focus on emotional and mental health needs. Although students and parents have opportunities to interact with all teachers, the Bear Time teacher is the point of contact person for parents at all grade levels to make sure that students' needs are being met. There will also be built-in break times at each grade level, which vary according to developmental needs of the students.

COUNSELING INTERNS

Interns will develop and practice skills of collaboration and consultation including: work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school; location of resources in community that can be used to improve student achievement and success.

MENTORING

Mentorship in schools has the power to impact the course of students' academic and personal life trajectories. Human connection built on trust is the glue that binds students' academic and personal lives and helps them make sense of their futures; it's also the reason that most teachers enter education in the first place.

One-to-one mentorship allows all students a chance to meet with a dedicated teacher or school leader each week as part of their academic and personal development. Students meet with the same mentor year after year, providing them with a sense of continuity and allowing mentors to know students deeply.

3 BENEFITS OF MENTORSHIP FOR STUDENT

- Individualized goal setting
- Relationships built on trust
- Increased academic and behavioral skills

SOCIAL WORKER INTERNS

Texas A&M University-Kingsville is providing social work interns that will address both the physical needs, as well as the socio-emotional needs of our students.

TRAUMA INFORMED INSTRUCTION

Trauma-informed teaching is not a curriculum, set of prescribed strategies, or something teachers need to “add to their plate.” It’s more like a lens through which you choose to view your students which will help you build better relationships, prevent conflict, and teach them effectively.

Trauma is an exceptional experience in which powerful and dangerous events overwhelm a person’s capacity to cope. Trauma is not necessarily violence. It could be things like divorce, major/frequent/sudden changes in living situations, or bullying.

5 THINGS TO UNDERSTAND ABOUT TRAUMA

- Trauma is real.
- Trauma is prevalent.
- Trauma is toxic to the brain and can affect learning and development in a multitude of ways.
- In our schools, we need to be prepared to support kids who have experienced trauma, even if we don’t know exactly who they are.
- Children are resilient, and within positive learning environments, they can grow, learn, and succeed.

PRACTICAL STRATEGIES FOR TRAUMA-INFORMED TEACHING

- Be present and emotionally available
- Ask children directly how you can help them
- Watch for trigger, even the innocuous ones, and respond proactively
- When you see an outburst, shift from judgment to curiosity
- Learn more about the families and community you serve
- Provide structure and predictability to counteract students’ feeling of being “on high alert” at all times

WOISD educators will be trained in Trauma Informed Instruction which will be utilized within the classrooms.

WHAT CAN A SCHOOL SYSTEM DO TO HELP TEACHERS RECOVER FROM SOCIAL-EMOTIONAL DIFFICULTIES CAUSED BY THE PANDEMIC?

EMOTIONAL WELL-BEING OF TEACHERS

The COVID-19 pandemic has changed our understanding of the world as we previously knew it. The strong measures of social distancing and lockdown that have been applied since the beginning of the pandemic have led to significant changes in social relationships, which, for many people, have created feelings of isolation and loneliness.

The rapid transmission of COVID-19 throughout the world has had health, social, psychological, economic, and educational consequences. In fact, school closure has been, on a global scale, one of the most widely used measures for helping to maintain social distancing and to decrease infections.

This pandemic has not only affected the mental state of students, since teachers have also accumulated a high level of stress since the beginning of the crisis. Recent studies have pointed out that during lockdown, teachers have suffered stress from having to adapt (in record time) in order to provide online classes. This stress has often been accompanied by symptoms of anxiety, depression, and sleep disturbance as a consequence of the increased workload resulting from home teaching.

SCHOOLS MUST

- Educate teachers on how to take care of themselves
- Incorporate self-care into your school's Professional Development.
- Create a culture of self-care and support. Recognize that teaching is hard and encourage teachers to support each other.
- Give teachers access to mental health resources (hotlines, EAP, etc.): disseminate information about mental health hotlines and where to get in touch with a counselor.

OTHER THINGS WEST OSO ISD WILL DO TO SUPPORT TEACHERS' MENTAL HEALTH INCLUDE:

- Extra time for academic planning
- Positive memos, emails, and notes to teachers every three weeks
- Birthday and holiday celebrations for staff once per month
- A teacher morale committee formed on each campus
- Create mental health activities for teaching staff like Mindful Mondays and Thankful Thursdays
- Provide teachers with mental health challenges a counselor on campus, if necessary

SUMMARY

As we continue to adjust to the learning and teaching parameters from the aftermath of COVID-19, in addition to tragic current events, the mental health of students and teachers should be of major concern to education communities and the families they serve.

Research has shown that students and teachers who are experiencing extra anxiety or stress are less likely to be able to effectively process information. This makes ensuring strong mental health vital to any learning plan. Social-emotional learning has been an area identified for needed support. West Oso ISD will continue to strive to meet the needs of students and teachers in the area of social-emotional learning.

SPECIAL PROGRAMS

DYSLEXIA

In accordance with HB 1886, West Oso ISD screens all kindergarten and first grade students for dyslexia and related disorders, administers a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment, and conducts screening or testing students beyond first grade as appropriate.

West Oso ISD will utilize the Reading by Design curriculum for dyslexia instruction. The program is aligned with the components found in The Dyslexia Handbook, Updated 2021. Students are provided the appropriate instruction by a dyslexia teacher who has met the standards and has been trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods, and a variety of writing and spelling components as described in The Dyslexia Handbook, Updated 2021, TAC §74.28.

ENGLISH LEARNERS

Upon enrollment, each parent designates the home language of the student and the parent(s). If a student or parent speaks a language other than English, a single statewide assessment (LAS Links) is given for the purpose of identifying English learners in grades PK-12. Students in grades PK-5 are served through the early exit bilingual program; students in grades 6-12 are served through a pull-out English as a Second Language (ESL) program.

In order to reclassify or exit, students must meet the criteria set forth to monitor annual progress in the area of English language proficiency through the Texas English Learner Assessment System (TELPAS). Students, whose parents denied bilingual or ESL services, must also participate in this assessment. STAAR or EOC scores are also considered when making reclassification/exit decisions. Students in grades 1, 2, 11, and 12 will take the Iowa Assessment since they do not have STAAR or EOC results.

The district has an ongoing plan to hire high and retain high quality staff. ELAR teachers in grades 6-12 are strongly encouraged to test in order to add the ESL certification. Teachers are provided an opportunity to attend a test preparation course at ESC2. Reimbursement is provided to teachers who pass the exam and add the certification to their official record. In order to retain quality staff and remain competitive with neighboring districts, bilingual teachers are given a stipend as well as ESL chairs at the secondary level.

English Learners are provided language and assessment accommodations when necessary through the Language Proficiency Assessment Committee (LPAC) process. Tutors provide additional support in the classroom as well as during pull-out sessions. Secondary students have access to the Achieve 3000 program to improve their English proficiency skills while students at JFK and WOE have access to Study Island.

LPAC committee members, including assistant principals and ESL chairs, are given extensive training throughout the school year. The committee identifies new students, tracks the progress of current English learners, and monitors reclassified students. They also oversee the TELPAS assessment program at the campus level and ensure writing samples are collected and scored.

RESPONSE TO INTERVENTION

In order to provide the most effective education for all students, West Oso ISD utilizes a three-tier approach with varying levels of support beyond what is used as the core curriculum. The process is called Response to Intervention (RTI). The multi-tier approach is utilized district-wide in identifying and providing high quality instruction and early intervention to all students who require additional academic and behavioral supports.

West Oso ISD uses RTI data to identify students at risk, monitor student progress, and provide evidence-based interventions while adjusting the intensity and nature of those interventions depending on how the student responds. Progress monitoring helps teachers choose effective, targeted instructional techniques and establish RTI goals, which enable students to advance appropriately toward attainment of the targeted goals.

SPECIAL EDUCATION

West Oso ISD is committed to delivering an effective special education program and services to students with disabilities in the least restrictive environment. All students must have available to them a free appropriate public education (FAPE) designed to meet their unique needs and prepare them for employment, post-secondary education, and independent living.

West Oso ISD instructional program consists of a variety of instructional supports depending on the student's individual needs. Instructional settings and supports within the school setting vary from mainstream, inclusion/co-teaching, resource instruction, content mastery, behavior intervention, adaptive education, and early childhood special education.

Educators are provided with extensive training and coaching throughout the year over legal updates, best practices, instructional supports, individualized instruction, and other essential topics required to meet students' individual needs. West Oso ISD will continue to provide the support and resources to our staff to meet the unique needs of students and provide meaningful learning opportunities.

ADVANCED ACADEMICS

ADVANCED PLACEMENT (AP) EXAMINATIONS

West Oso High School will offer AP exams either digital or paper exams as instructed by College Board. For the 2023-2024 school year, West Oso High School will offer the following courses:

- AP Spanish
- AP World History
- AP US History

Students enrolled in AP courses may use resources offered by the College Board AP to enhance their learning. The most current information regarding AP can be found on the College Board AP website at <https://apstudents.collegeboard.org/>.

CAREER & TECHNICAL EDUCATION

Career and technical education programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. The pathways offered at West Oso High School include:

- Arts and Humanities
- Business and Industry
- Public Service
- Science, Technology, Engineering & Math (STEM)
- Multidisciplinary Studies

Students who are enrolled in these CTE courses will have the opportunity to earn Industry Based Certifications (IBC). Certifications offered include:

- Adobe Photoshop
- SOLIDWORKS
- QuickBooks
- EKG
- Certified Nursing Assistant
- Phlebotomy
- Welding

EARLY COLLEGE HIGH SCHOOL

West Oso Early College High School offers students least likely to attend college an opportunity to earn up to 60 college hours and receive both a high school diploma and an associate's degree or certification from Del Mar College.

Every ECHS student that is enrolled in dual credit courses for the 2023-2024 school year will be contacted and a conference held to ensure that students have access to necessary platforms. Ms. Rhonda Garcia, ECHS Coordinator, will ensure that students know how to access their Del Mar Canvas as well as login credentials to be successful in their classes.

West Oso Early College High School will share information regarding online resources available to college students. Those resources include:

- DMC Viking Helpdesk (vikinghelpdesk@delmar.edu)
- Math Learning Center www.delmar.edu/offices/math/mic/
- Student Success Center - 24/7 online tutoring www.delmar.edu/ssc

Each ECHS student is expected to:

- Check their email daily.
- Submit and complete all required material by assigned due dates.
- Communicate with course professor, WOHS facilitator and/or ECHS Coordinator for assistance with course assignments and/or technological assistance.

The ECHS Coordinator shall:

- Communicate and provide support regularly with ECHS students to help ensure a successful semester of coursework.

Del Mar College grading system will continue with a numeric grade per MOU between Del Mar College and West Oso Early College High School.

It is imperative that students continue to maintain their classes, and if assistance is needed, they should reach out to the ECHS Coordinator, Ms. Rhonda Garcia, at rhonda.garcia@westosoid.net or by phone at (361) 806-5900 ext 114.

GIFTED & TALENTED PROGRAM

GRADES K – 5

Eligible kindergarten students will be identified as gifted and talented (GT)-general academic ability and placed in the gifted and talented program before March 1st of the school year. GT-general academic ability students will be served by a GT trained teacher within the general classroom. General education teachers are responsible for providing instruction appropriate for the GT students and subject matter. General education teachers shall differentiate curriculum by providing activities that include a focus on creativity, higher order thinking skills, and advanced academics. In addition, trained teachers will support students in completing a yearly Texas Performance Standards Project.

GRADES 6 – 8

At the end of 5th grade, current GT students will be re-evaluated for subject-specific ability. Starting in 6th grade, identified students will be served in one or more of the following areas: Language Arts, Mathematics, Science, and Social Studies. General education teachers are responsible for providing instruction appropriate for the GT students and subject matter.

General education teachers shall differentiate curriculum by providing activities that include a focus on creativity, higher order thinking skills, and advanced academics. Students will be placed in honors and Pre-AP classes to support their learning.

All GT students have an elective course or advisory period each year, GT Prep. Students enrolled in GT Prep will prepare and complete their GT project for the current school year. It will provide the students with the guidance and time required of the GT project. This class will allow students to explore topics that they are passionate about with the support of a trained GT facilitator. Students also engage in service learning as part of this course. Service learning is an educational approach that combines learning objectives with community service in order to provide an authentic learning experience while meeting societal needs

GRADES 9 – 12

Gifted and talented students are served with advanced students in Advanced Placement (AP), Pre-Advanced Placement (PAP), Honors, and Dual Credit (high school and college credit) classes. AP, PAP, and Dual Credit classes are designed to accelerate, provide greater depth, and expand the basic objectives of the subject matter. Gifted students are served in AP and PAP and/or Honors classes in the core academic areas.

PAP, AP, and Dual Credit classes will nurture critical analysis, research skills, cognitive development, creativity, and academic aptitude. For questions regarding eligibility requirements and program services, see the WOHS student handbook or contact the counselors or principal. GT students are eligible to participate in the Early College High School program, earning an Associate's degree along with their high school diploma.

PRE-AP

The Pre-AP program is offered to schools by the College Board. Participating schools receive an official Pre-AP designation for each course. This designation signifies consistent high standards in focused courses that help build, strengthen, and reinforce students' content knowledge and critical thinking skills. Pre-AP offers focused course frameworks, instructional resources, learning checkpoints, and collaborative educator workshops. Successful completion of Pre-AP courses will prepare students to earn college credit in their Advanced Placement (AP) and dual credit courses. WOISD will offer the following Pre-AP courses:

- Algebra I (offered at both WOJH and WOHS)
- Chemistry
- Geometry
- Biology
- Chemistry
- English I
- English II
- World History
- World Geography

SAT/ACT

College Board has resumed testing at all centers. Testing and registration is open for all students for the fall 2023 term. The most current information regarding SAT administrations can be found on the College Board website at satsuite.collegeboard.org.

The ACT, Inc. has resumed testing at all centers. The most current information regarding ACT can be found on the ACT website at <https://www.act.org/content/act/en.html>.

Please check with your district and College Board/ACT representatives and websites for latest updates. TEA would like to encourage students, parents, and educators to utilize each vendor's FREE K-12 resource and Khan Academy & ACT Academy to support remote learning, preparation, and instruction at this time.

TEXAS SUCCESS INITIATIVE ASSESSMENT 2.0 (TSIA2)

The Texas Success Initiative Assessment 2.0 (TSIA2) is a series of placement tests for students enrolling in public colleges and universities in Texas. The tests help Texas schools determine whether students are ready for college-level courses in the areas of reading, writing and math.

TSIA2 Assessment

State TSIA2 ELAR Standard

ELAR Score of 945+ AND
Essay Score of 5+ OR
ELAR Diagnostic Level 5-6
AND Essay Score of 5-8

State TSIA2 Math Standard

950+ OR Math Score Under 950
AND Math Diagnostic Level of 6

West Oso ISD has developed curriculum to help prepare our students for success on the TSIA2 test. All Early College High School students will be participating in a mandatory summer bridge program to receive intensive instruction. After three weeks of intensive instruction, students will be administered the TSIA2 test.

All WOECHS students who are interested in taking dual credit courses will need to pass both parts of the TSIA2 to be enrolled in dual credit courses at Del Mar College. West Oso High School juniors and seniors who wish to enroll in dual credit courses must also pass the TSIA2 test.

Students must participate in TSIA2 tutoring prior to being released to test. Students are able to test on campus as West Oso High School is a designated testing site. Students are afforded the opportunity to test as many times as needed.

For more information, contact Rhonda Garcia @ rhonda.garcia@westosoisd.net.



WEST OSO INDEPENDENT SCHOOL DISTRICT

GRANTS AND PARTNERSHIPS



AEP FIRST Robotics Grant Initiative

AEP's FIRST robotics grant initiative supports education in Pre-kindergarten through grade 12 education with an emphasis on science, technology, engineering and math (STEM) education and careers. They have awarded West Oso ISD Robotics programs \$2,000 yearly beginning in 2018 and continuing through 2022.

American Institute of Aeronautics and Astronautics (AIAA)

West Oso Junior High received a \$500 AIAA Classroom Grant from the AIAA Foundation in both 2021-2022 and 2022-2023. The American Institute of Aeronautics and Astronautics (AIAA) partners with The Boeing Company on this program to inspire the future workforce in the fields of Science, Technology, Engineering, and Mathematics (STEM).

Christus Spohn- Stop the Bleed

Christus Spohn-Shoreline is partnering with West Oso ISD to provide free training for all employees on how to recognize and respond to life-threatening injuries through the Stop the Bleed training. By November, 2022, all WOISD staff members will have participated in this vital professional development activity.

Circles of Care Family and Youth Services Program

School counselors make referrals for students to receive youth support services and counseling. Topics include conflict in the home, runaways, peer pressure, school issues, self-esteem, grief and divorce. They also have a free crisis hotline, 24 hours a day, 7 days a week. 1-855-256-6555

Citgo Innovation Academy

West Oso ISD received \$30,000 for the 2018-2019 school to launch the Citgo Innovation Academy at WOE, WOJH, and WOHS. In 2019-2020, Citgo increased the grant funding to \$50,000 to support programming across all campuses. West Oso ISD received \$58,000 from Citgo for the 2020-2021 school year. These monies are used to support both co-curricular and extra-curricular STEM activities. Additionally, WOJH received a \$2,000 award for Citgo's Fueling Education contest. In 2021-2022 and 2022-2023, West Oso ISD received \$60,000 from Citgo.

Citgo Talent Pipeline Physics Sub-Award

This grant will provide \$5,000 in instructional materials, professional learning, and a stipend to a physics instructor at West Oso High School. The purpose of the program is to increase knowledge and interest in physics, in order that students would consider pursuing a physics career.

Communities in School

The mission of Communities In Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. West Oso ISD partners with CIS to provide full time staffing support at each of our four campuses.

- Supportive Guidance and Counseling: Services that address students' needs to assist in bringing about positive results in their lives.
 - **Family Counseling Services**- School counselors collaborate with their campus CIS case manager for the referral process. Students may qualify for up to 12 free counseling sessions. Students receive counseling from Licensed Professional Counselors.
- Health and Human Services: Services that support and promote health awareness, healthy life styles and provide for basic needs.
- Parental and Family Engagement: Services and activities that support and help to increase the participation of parents in the students' educational experience.
- College and Career Readiness
- Enrichment: Services that provide positive social, cultural, recreational, interpersonal skills and experiences
- Academic Support: Services that support all educational areas as needed to promote student achievement and success

Coastal Bend Bays and Estuaries

In 2022-2023, West Oso ISD will be the recipient of \$14,000 to expand the outdoor classroom project to JFK Elementary and continue to support West Oso Junior High. In 2021-2022, the Coastal Bend Bays and Estuaries awarded West Oso Junior High an Outdoor Classroom grant. LyondellBasell, provided \$5000.00 to fund an Outdoor Classroom space at the West Oso Jr. High campus. Coastal Bend Bays and Estuaries is providing technical support and guidance.

Coastal Bend Wellness

Coastal Bend Wellness provided free training on Fentanyl, opioid overdose, and how to administer NARCAN. Additionally, CBW provided free NARCAN to the district. In addition, Coastal Bend Wellness is partnering with West Oso ISD to offer the following services:

Crisis mental health services, including 24-hour mobile crisis teams, emergency crisis intervention services, and crisis stabilization.

- Individual mental health counseling
- Outpatient substance use counseling
- Linkage to medical care
- Screening, assessment, and diagnosis, including risk assessment.
- Comprehensive outpatient mental health and substance use services.
- Psychiatric rehabilitation services
- Mental Health Peer Support services
- Intensive case management
- Mental Health and Substance Use Recovery Support Services

COVID-19 Health Grant

West Oso ISD was awarded \$76,253 in funding to purchase portable high-efficiency particulate air (HEPA) fan/filtration systems that will allow for improved air circulation.

Del Mar College Artificial Intelligence Program

Dara Betz, Director of Workforce Programs at Del Mar College and her team of AI scientists from a partnership grant with NSF have hosted a Coding Camp for the past three years for our junior high campus. Both years students were able to learn problem solving skills, critical thinking and work collaboratively.

Driscoll Health Plan

Driscoll Health Plan is providing \$11,800 in support for West Oso ISD for the 2022-2023 school year. This support includes providing gift cards for back-to-school shopping for 50 WOJH students, hygiene packs for 200 students, and backpacks for 200 students. In addition, Driscoll Health Plan will be providing health education for teachers, students, and the parents.

Dyslexia Grant Award Program

This competitive TEA grant program awarded WOISD over \$200,000 to support dyslexia professional development and instruction. The grant funds a full-time dyslexia coach to support both the dyslexia instructors as well as classroom teachers in meeting the needs of dyslexic students. It also provides travel money to attend high quality conferences and other professional development opportunities. Funds are also allocated for high quality research-based instructional materials.

Early College High School & Dual Credit Programs-Del Mar College

West Oso Early College High School students have the opportunity to earn up to 60 college credits and an Associate's degree. In addition to the Early College High School program, West Oso HS partners with Del Mar in coursework in Process Technology, Welding, and Health Science leading to industry-based certifications.

Education to Employment Externships

WOISD is a member of Education to Employment Partners, a THECB recognized Regional P-16 Council. This organization provides annual conference s, Discover Your Direction and Ready for College and Career (R4C2) which helps students explore college and career pathways. Coastal Compass provides support for FAFSA, and financial literacy program. During the summer of 2022, eight teachers from WOJH and WOHS participated in externships throughout the City of Corpus Christi through E2E Partners.

Early Career Teacher Support from TAMUCC

Five teachers at JFK Elementary School will be participating in a targeted early career teacher mentorship group hosted by Dr. Tracy Harper from TAMUCC. Dr. Harper will be helping these teachers identify areas of growth, and provide professional development to help them strengthen these areas of their teaching craft.

Fish for Life

Fish for Life (FFL) is a non-profit organization that sponsors activities throughout the school year to benefit students in West Oso ISD. In August, 2022, Fish for Life sponsored its 6th annual back to school shopping event. 100 students from JFK and WOE were able to go to JC Penneys to purchase back to school clothes. Each child received \$150 in clothing. They also have sponsored art and essay contests that provided cash awards to encourage our students' writing and creativity. In addition, beginning with the 2020-21 school year, Fish for Life is collaborating with Community in Schools sponsors a mentor program for our high school students.

Innovative Readiness Training (IRT) Health and Wellness Fair

The IRT mission provides real-world training opportunities for service members and units to prepare them for their wartime missions while supporting the needs of America's underserved communities. The services offered include mental health, dental, wellness, and vision. There is no-cost and no id is required. West Oso Junior High hosted 180 soldiers in June, 2022 and July, 2023. The soldiers were able to serve thousands of community members throughout the city. This was a collaboration between Nueces County and dozens of education, health and wellness organizations throughout the Coastal Bend.

Texas COVID Learning Acceleration Support (T-CLAS) Grow Your Own Grant 2022-2024

West Oso ISD received a total of \$107,500 to support the Grow Your Own program. This program will support six paraprofessionals in continuing their education to receive either their Bachelor's degree and teacher certification (three candidates) or their alternative teacher certification (for three candidates that already have earned their Bachelor's degree). All six candidates will commit to continuing to work in West Oso ISD for a minimum of three years. Additionally, the Grow Your Own program is supporting the development of the Education and Training Program of Study at West Oso High School. Students completing the Education and Training pathway will be credentialed as a Teacher's Aide and will be able to matriculate to a four-year degree program.

I Heart Program Reading Tutoring

Dr. Bethany Fletcher of the College of Education and Human Development at TAMUCC received a \$2,500 grant from Phi Kappa Phi to launch the Islanders Helping the Early Acceleration of Readers Together (IHEART) program at JFK Elementary School. The monies paid for the purchase of leveled books for volunteer tutors to use to improve the literacy skills of 1st and 2nd grade students. Although I-Heart began with grant monies in 2018-2019, Dr. Fletcher has continued to sponsor this program. Additionally, in 2022-2023, Dr. Fletcher and her colleague, Dr. Tracy Harper, will be having students in their Reading Diagnostics course serve as tutors during Bear Center each Monday and Tuesday.

The Laura Bush Foundation Library Award

The Laura Bush Foundation for America's Libraries provides funds to our Nation's neediest schools so that they can extend, update, and diversify the book and print collections in their libraries with the goal of encouraging students to develop a love of reading and learning. JFK and West Oso Elementary each received \$5,000.

Learning Acceleration Support Opportunities Grant

West Oso ISD received a total of \$393,800 to support K-5 mathematics instruction. These funds will be utilized to:

- Hire a part-time intervention support coach to support Blended Learning
- Purchase Eureka math materials for grades K-5.
- Purchase supplemental software and instructional technology.
- Provide \$1,500 stipends to teachers, coaches, and campus administration to support Eureka math implementation

US Department of Education LEARN-it Grant ESC-2

The LEARN-it grant provided \$130,000 to West Oso Elementary to renovate the library. Beginning in January, 2023, JFK Elementary began the collaborative process of designing and renovating its library with an additional \$130,000 provided by the US Department of Education.

Learning from the Experts

Dr. Mara Barbosa, Spanish professor at TAMUCC, initiated a partnership between the Humanities Department at TAMUCC and the Limited English Proficiency program at West Oso High School. Dr. Barbosa brings both Spanish I students as well as Spanish majors to WOHS. The students are matched with a high school LEP student. The TAMUCC students help our WOHS students with their English while our LEP students help the TAMUCC students improve their Spanish literacy skills.

Lockheed Martin Cybersecurity Grant

The Lockheed Martin Cybersecurity Grant provides \$10,000 to West Oso High School during the 2022-2023 school year to develop and implement the Project Lead the Way Cybersecurity course. Funding supports training, materials, equipment, and site licensing for this computer science program.

Lone Star STEM Academy Grant

The Lone Star STEM Academy grant is funded by TEA. It supports computer science professional development at both the junior high and high school levels. West Oso ISD will receive \$3,750 for the 2019-2020, 2020-2021, and 2021-2022 school years

LULAC National Educational Service Centers

LULAC National Educational Service Centers provides educational advisors to work at both WOJH and WOHS with the AVID teachers to support college and career education activities. At WOHS, LULAC NESC provides an additional staff person to mentor and tutor students weekly. In addition, LULAC National Educational Services Centers provided backpacks and school supplies for students. They also organize summer programming for our students.

Mentor Program Allotment

The Curriculum & Instruction team received an \$112,500 grant to support training mentors and novice teachers for the three-year period beginning Fall 2022 and ending in Spring of 2025. This grant was a continuation of the \$22,500 received during the 2021-2022 year. Mentors will receive stipends. The goal of this allotment is to increase teacher retention, as well as support the development of early career teachers.

Methodist Children's Home

Methodist Children's Home is partnering with West Oso ISD to offer Connected Caregivers parent education training. These sessions will be based on Trust Based Relational Interventions, to help parent develop and sustain positive and healthy relationships with their children. MCH can also provide direct support to individual families in topics including: financial, legal, advocacy, self-care, and bonding.

NASA Inspires Futures for Tomorrow's Youth (NIFTY) Partnership Grant

West Oso ISD received a NIFTY grant. The NIFTY project goal is to connect NASA STEM role models with youth-serving STEM programs for underrepresented youth (ages 9-14) in STEM, with a critical focus on girls and other historically excluded genders in STEM, which includes cis girls, trans youth, gender non-conforming, and/or non-binary youth, youth of color, and their families. Outreach programs will run July – December 2023 and January – June 2025. Each partner will receive \$5,000 for participating in the project, including pre-program training and evaluation activities.

Noyce Grant

Texas A & M University-Corpus Christi, College of Education and Human Development along with the College of Science and Engineering, received a \$1.5 million Noyce grant from NSF. The project, STEM INSPIRES (Infusing Social Programs in Residential Education Scholars) is focused on preparing 7-12 Math and Science teachers by immersing them in the community where they will be serving as pre-service teachers. West Oso ISD is the K-12 district partner. This is a five year grant that will increase the number of highly qualified STEM teachers in WOISD.

Nina M. Lowey 21st Century Community Learning Center Grant

This is a five-year grant where the district will receive approximately \$1,000,000 to host after school programming at JFK, WOE, and WOJH campuses. This grant will allow the district provide enriching and academic support services, as well as sponsor family and parent engagement activities. Additionally, the grant will provide work-based learning opportunities for students at the high school level.

Nueces Center for Mental Health and Intellectual Disabilities

Youth Mental Health First Aid USA is a public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. This training will be provided to all instructional staff through the Nueces Center for Mental Health and Intellectual Disabilities.

Nueces County School Safety Measures

West Oso ISD was awarded \$90,000.00 under the ARPA/SLFRF Subrecipient – School Safety Measures on May 10, 2023 by the Nueces County Commissioners Court. This grant will be utilized to purchase the Raptor Two communication system, increase access control points, and modernize the walkie-talkie communication system within the district.

The Purple Door

The Purple Door Education and Prevention department offers presentations throughout the school year that are designed to educate elementary, middle, and high school students through implementation of character-building techniques, teaching healthy relationship strategies, and establishing healthy boundaries.

Randolph-Brooks Federal Credit Union

Randolph-Brooks Federal Credit Union (RBFCU) is partnering with West Oso ISD to provide financial support to campus and district events throughout the year. Additionally, they offer savings accounts for free to staff and students over 18 years old, as well as a financial literacy program.

Shop with a Cop Anti-Bullying Grant

JFK and WOE each received \$500 awarded funds to purchase books for social/emotional, character building, first responders, and community helper focus points. Ms. Gibbs and Dr.Perez, campus librarians, wrote the grant to benefit our PK-5 students.

Society for Science & the Public

Ms. Christina Campos was chosen as a Science Advocate for the 2022-2023 school year, which came with a \$3,000 donation for her classroom. Additionally, she received a national grant from the Society for Science & the Public for 2020-2021, 2021-2022, and 2022-2023 school years. In 2021 and 2022, she received high-quality STEM kits amounting to \$1,000 which will be used to conduct scientific research outside the classroom. The kits will ensure educators have what they need to encourage scientific inquiry in all settings. In 2023, she received \$3,000 worth of mini-robots.

Summer Career & Technology Internship Grant

In 2022, WOISD received a \$50,000 grant to support twenty WOHS students to work with our summer programming as education interns. They will be working with the athletic program, summer school, STEM, cheer, and dance. They will be taking a Career Prep course as well. These interns will continue to help teachers to get their classrooms ready in August.

In 2023, West Oso was once again awarded the Summer CTE grant. This year, this grant will allow students to have both internal and external internships. External sites will include: TAMUCC Garcia Arts Center, Frame-Up, and ICE Engineers.

TAMUCC Go Center

The GO Center Program is a Texas Higher Education Coordinating Board initiative housed within the Programs for Academic Student Support at Texas A&M University-Corpus Christi. GO Centers provide early college awareness and readiness to students at WOHS. GO Centers help students to reach multiple postsecondary institutions and careers, keep track of testing deadlines, and complete a checklist to ensure all requirements are met for college entrance

TAMUCC Upward Bound Central Program

West Oso ISD is partnering with TAMUCC in Upward Bound, a federal program funded by the Department of Education. Upward Bound serves 30 students at West Oso High School. The program provides a staff person, Erendira Perez, who works with these

students two days each week on college and career planning activities. In addition, Ms. Perez organizes monthly trips to the university so that the students can learn about a variety of college and career pathways.

Talent Search TAMUK

(TS) is a federally funded TRIO program funded by the U.S. Department of Education in Washington D.C. TS offers many different benefits for participants such as learning, studying techniques, filling out financial aid, and college admission forms. Participants will be exposed to educational and cultural trips such as visiting university campuses and professional job sites. The goal of TS is to increase the number of youths that enter college.

Texas COVID Learning Acceleration Support (T-CLAS)- Texas College Bridge

West Oso High School received \$37,500 through T-CLAS to support seniors in completing the Texas College Bridge online mathematics and English college readiness program. Students who complete the program with a grade of 90% or higher on every exam receive a \$250 stipend at the end of the year. In 2021-2022, twenty-two College Prep Math Students achieved this goal.

TAMUCC Teacher Candidates

In 2022-2023, Dr. Victoria Smith, a TAMUCC faculty member in the Teacher Education department is supervising teacher candidates. These students will be on all four campuses in the Fall of 2023 three days a week and full time during the Spring of 2024.

Texas Association for Minorities in Engineering (TAME)

WOJH was awarded a TAME Club award. TAME Club Toolkits include \$100 gift card for a large equipment purchase, t-shirts, STEM supplies plus an additional \$5 for each student that registered by the deadline. The funding is intended to go toward STEM supplies, healthy snacks, and one large equipment purchase, such as a microscope or a robotics set, to use in the classroom.

Workforce Commission Jobs and Education for Texas (JET) Grant

This grant provides West Oso High School with \$94,851 to upgrade equipment and technology for the Health Science Academy. The program will be receiving a state-of-the-art anomatage table.

Youth Government Academy

In June of 2022 and July of 2023, students from West Oso High School participated in the Youth Government Academy sponsored by Nueces County and the American Federation of Teachers. These students spent a full week visiting the various departments of both city and county government, had opportunities to practice public speaking, and identified opportunities for service to their community.



WEST OSO INDEPENDENT SCHOOL DISTRICT

REMAINING ESSER III BUDGET 2023-2024



Category		Cost per year	# of Years	Total
Payroll	Twelve teachers	\$62,000	12	744000
	Tutors Retired 23-24	\$60,000	1	\$60,000
Technology	Supplies & Equipment	\$60,000	1	\$61,031
Instruction	General Supplies, ECHS, Health Science, Dual Credit, STEM		1	\$40,000
	ECHS and Health Science Tuition	\$50,000	1	\$50,000
	CIS	\$70,000	1	\$70,000
	AVID	\$13,500	1	\$13,500
Maintenance	HVAC Control Systems		1	\$575,000
Total Budgeted Expenses				\$1,613,531
Total Remaining Funds				\$1,613,531
Difference				0

The state of Texas under the American Rescue Plan (ARP) Act through the Elementary and Secondary School Emergency Relief III (ESSER III) Fund provided monies to all K-12 school districts. School systems are required to use these new funds to respond to the pandemic and to address student learning loss as a result of COVID-19. West Oso ISD allocated \$2,114,000 of the total funds to address learning loss. Learning loss spending will be 39% of the total funding. This exceeds the minimum set by TEA of 20% for learning loss.