

# ***WEST OSO INDEPENDENT SCHOOL***



## ***2021-2022***

***Personalization. Collaboration. Trust.***

# 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 PROTOCOLS & GUIDELINES .....	5
STAFF FLOWCHART .....	10
STUDENT SCREENING.....	11
CAMPUS DAILY SCHEDULES .....	12
CURRICULUM NON-NEGOTIABLES/NEGOTIABLES .....	15
LITERACY PLAN .....	17
FRAMEWORK .....	17
CURRICULUM, MATERIALS, AND RESOURCES .....	18
LITERACY BLOCKS .....	18
READING ACADEMIES.....	19
PROGRESS MONITORING/ASSESSMENT .....	19
MOTIVATIONAL TOOLS.....	20
INTERVENTION .....	20
INSTRUCTIONAL TECHNOLOGY RESOURCES .....	21
INTERVENTIONS.....	24
HOUSE BILL 4545 AND ACCELERATED LEARNING .....	24
TUTORING .....	24
PROFESSIONAL LEARNING FOR LEADERS.....	26
LEARNING ROUNDS.....	26
STUDENT DATA TRACKERS.....	26
PROFESSIONAL LEARNING FOR TEACHERS .....	26
AVID ELEMENTARY TRAINING .....	26
AVID PATHWAY: READING FOR DISCIPLINE LITERACY .....	27
BEAR TIPS ACADEMY (BTA).....	27
INCLUSION .....	27
MENTORING .....	27
PRE-AP.....	27
PROJECT LEAD THE WAY (PLTW).....	28
TEACHING AND LEARNING CONFERENCE.....	28
SOCIAL-EMOTIONAL LEARNING.....	28
SPECIAL PROGRAMS.....	35
DYSLEXIA .....	35
ENGLISH LEARNERS.....	35
RTI .....	36
SPECIAL EDUCATION .....	36
ADVANCED ACADEMICS .....	37
ADVANCED PLACEMENT (AP) .....	37
CTE.....	37
EARLY COLLEGE HIGH SCHOOL .....	38
GIFTED & TALENTED .....	39
PRE-AP.....	40
SAT/ACT .....	40
TSIA2 .....	40
GRANTS & PARTNERSHIPS .....	42
FUNDING-ESSER III.....	46

# 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 twice 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  
Threats  
Bus Incidents  
Child Protection  
COVID-19 Protocols  
Cybersecurity  
David’s Law/Bullying  
Evacuation Procedures  
Fire Drills  
Intruder

Fire  
Harassment/Sexual Harassment  
Human Trafficking  
Intruder  
Lockdown  
Severe Weather  
Suicide Awareness  
Teen Dating Violence  
Trauma/Mental Health  
Unidentified persons  
Violence in the Workplace  
Weapons on Campus  
Lockdown



# SAFE RETURN TO SCHOOL COVID-19 PROTOCOLS & GUIDELINES



2021-2022  
SCHOOL YEAR

BOARD APPROVED  
DATE: AUGUST 2, 2021

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



## WEST OSO INDEPENDENT SCHOOL DISTRICT OFFICE OF THE SUPERINTENDENT

### SAFE RETURN TO SCHOOL COVID-19 PROTOCOLS & GUIDELINES 2021-2022 SCHOOL YEAR

West Oso ISD will welcome back all students for in-person instruction on Monday, August 23, 2021. With the health and safety of all students and staff in mind, the district has created a Safe Return to School COVID-19 Protocols & Guidelines for the 2021-2022 school year.

The district will communicate the Safe Return to School COVID-19 Protocols & Guidelines directly to parents, staff, and community members through its numerous social media outlets such as Facebook, Twitter, and Robocalls.

This plan outlines a number of safety protocols including separate building entrances for arrival and dismissal, maintaining at least three feet of physical distance as much as possible as recommended by the Centers for Disease Control, encouraging frequent hand washing, and disinfecting high-touch surfaces in school buildings and buses.

In addition, the district will support and encourage any vaccinated or unvaccinated student or staff member who wish to continue wearing a face covering. Students and staff will also be urged to stay home when sick or exhibiting COVID-19 symptoms as listed in these guidelines.

Below are the following guidelines:

#### ARRIVAL AND DISMISSAL PROCEDURES

When possible, the following protocols should be implemented for arrival:

- Separate entrances will be utilized for car riders, bus riders, and walkers.  
(Procedures may vary based on the number of campus entrances and exits).
- There will be bus procedures, based on campus-specific needs.

#### BUSES (SEE TRANSPORTATION DEPT)

#### CAFETERIA

John F. Kennedy Elementary and West Oso Elementary will continue to have breakfast and lunch served in the classroom. West Oso Junior High School & West Oso High School students will return to eating breakfast and lunch in the cafeteria. Secondary students will follow social distancing as space permits.

#### CAFETERIA (CONTINUED)

Hand washing or using hand sanitizer will be required before going through the food line and eating areas will be cleaned between lunch periods. Hand sanitizing stations will be located throughout the cafeteria for easy access during breakfast and lunch periods.

#### CAMPUS VISITORS

Campus visitors must take a COVID-19 self-assessment upon entering the receptionist area. If the visitor displays or experiences any symptoms related to COVID-19, we encourage visitors not to enter the

facility. To maintain safe social distancing, West Oso ISD will not permit visitors during breakfast or lunch at this time.

## COVID-19 TESTING

Please contact the local county health department or your primary care physician for more information concerning COVID-19 testing.

Corpus Christi Nueces County Health Department COVID-19 Testing Information:

<https://www.cctexas.com/services/general-government/coronavirus-community-resources>

## COVID-19 VACCINES

The COVID-19 vaccine helps to lower your chances of contracting COVID-19, spreading it to others, and lessens your chances of being seriously ill or hospitalized. The district continues to partner with local organizations to provide COVID-19 vaccine opportunities to students, staff, families, and the community. Receiving the COVID-19 vaccine is not required, but strongly encouraged.

## EXTRACURRICULAR

UIL practices and contests will be conducted following safety protocols provided by guidance from UIL and TEA.

## FACE COVERING, MASKS/PPE

We know that the number one way to prevent the spread of COVID-19 is masking. We strongly encourage everyone, whether vaccinated or not, to wear a mask when indoors and around others who are not in their immediate household.

On July 27, 2021, the CDC updated guidance in order to prevent further spread of the Delta variant and recommended all fully vaccinated individuals to wear a mask indoors in areas with high COVID-19 transmission. Those who are unvaccinated are especially encouraged to wear a mask.

Masks cannot be required for students, staff or visitors, per [Governor Abbott's Executive Order](#). West Oso ISD will adhere to the Executive Order No. GA-36 relating to the prohibition of governmental entities and officials from mandating face coverings. The district will support any student or staff member who wishes to continue to wear a mask.

## QUARANTINE

Anyone who is unvaccinated and has had contact with someone that has tested positive for COVID-19 will be required to quarantine for 10-14 days. Vaccinated individuals will not need to quarantine if they come in close contact with someone who tests positive.

### SICK INDIVIDUALS:

If you or your child are feeling sick, regardless of whether you're vaccinated or not, please stay home and contact your physician and campus as soon as possible. Anyone who is sick will need to isolate at home for 10 days. Those who show symptoms can return early if they receive a doctor's note stating they do not have COVID-19 or receive a negative result from a COVID-19 test.

## SANITIZATION PROTOCOL

Classrooms, offices, and restrooms will be disinfected daily and in between class periods. In addition, all high-touch areas will be disinfected daily, and the cafeteria will be disinfected during and between lunch periods.

Appropriate custodial, cafeteria, and maintenance staff will be trained on how to properly disinfect classrooms, and they will have access to disinfectant to sanitize working surfaces, collaboration areas and shared objects after each use and during breaks of instruction.

**PLEASE NOTE:**

Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs based on the recommendations of the CDC, Texas Education Agency (TEA), Corpus Christi Nueces County Health Department or other governmental entities/public health authorities.

Alcohol-based hand sanitizer will be available at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus. Students and staff will be expected to regularly wash or sanitize their hands.

Requirements for handwashing and/or use of district-provided hand sanitizer include:

- Provide hand sanitizer upon entry to classroom.
- Periodic reminders from teachers to use the sanitizer during instructional day.
- Thorough hand washing after recess, before eating and following restroom breaks.

Physical distancing of 3 feet or more will take place when feasible, per CDC guidelines. Plexiglass will be placed in classrooms and across campuses, if applicable.

In addition, we will be providing an air ionization inside the air handlers throughout all West Oso ISD campuses. An air ionizer is a type of air cleaner that purifies the air by adding an electrical charge to the molecules in the air. Air ionizers use ionization to clear the air of dust, germs, and odors.

## SCREENING AND TEMPERATURE CHECKS

We strongly encourage all individuals to [screen for symptoms per CDC guidelines](#) before coming to campus. West Oso ISD will no longer be performing temperature checks upon entry to facilities, as the [CDC recommends](#) screening should happen before leaving home. Anyone who is sick should stay home and contact their campus immediately.

Parents must ensure they do not send a child to school if the child has COVID-19 symptoms (as listed below) or is lab-confirmed with COVID-19.

**SELF-ASSESSMENT:**

1. Do you have a fever of 100.0 degrees Fahrenheit or higher?

2. Have you had any of the following?

- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea



3. Have you been around anyone exhibiting these symptoms or who has tested positive for COVID-19 in the past 7 days?

## TRANSPORTATION DEPARTMENT

### **BUSES:**

Buses will return to operating at full capacity. However, seating charts will be required, hand sanitizer will be readily available, students in the same household will be allowed to sit together, and daily cleaning will continue. We encourage all students (vaccinated & unvaccinated) to wear masks while on the bus.

To provide a safe bus ride for students, the following guidelines will be implemented:

- Parents will be highly encouraged to drop off or walk with students to school.
- Hand sanitizer will be available to all passengers as they enter the bus.
- If weather permits, the school bus windows will remain open for better air circulation.
- Bus drivers will wipe down high-touch surface areas between routes. Each bus will be sanitized at a minimum of twice a day with Environmental Protection Agency (EPA)-approved disinfectants. The buses will also be disinfected weekly using a Victory Disinfectant Fine Mist Sprayer that utilizes EPA-approved disinfectants as well.

### **PLEASE NOTE:**

*While we do not expect many or any changes to the above protocols, we will continue to adjust protocols and communicate any changes as new governmental mandates and health authority recommendations are given.*

- Any other masks needed will be the responsibility of the parents. Employees will provide their own masks.
- The district will monitor student and employee attendance and absences, have locally-determined leave policies and practices, and have access to trained substitutes to support employee absences.



## Health and Wellness Administrative Offices

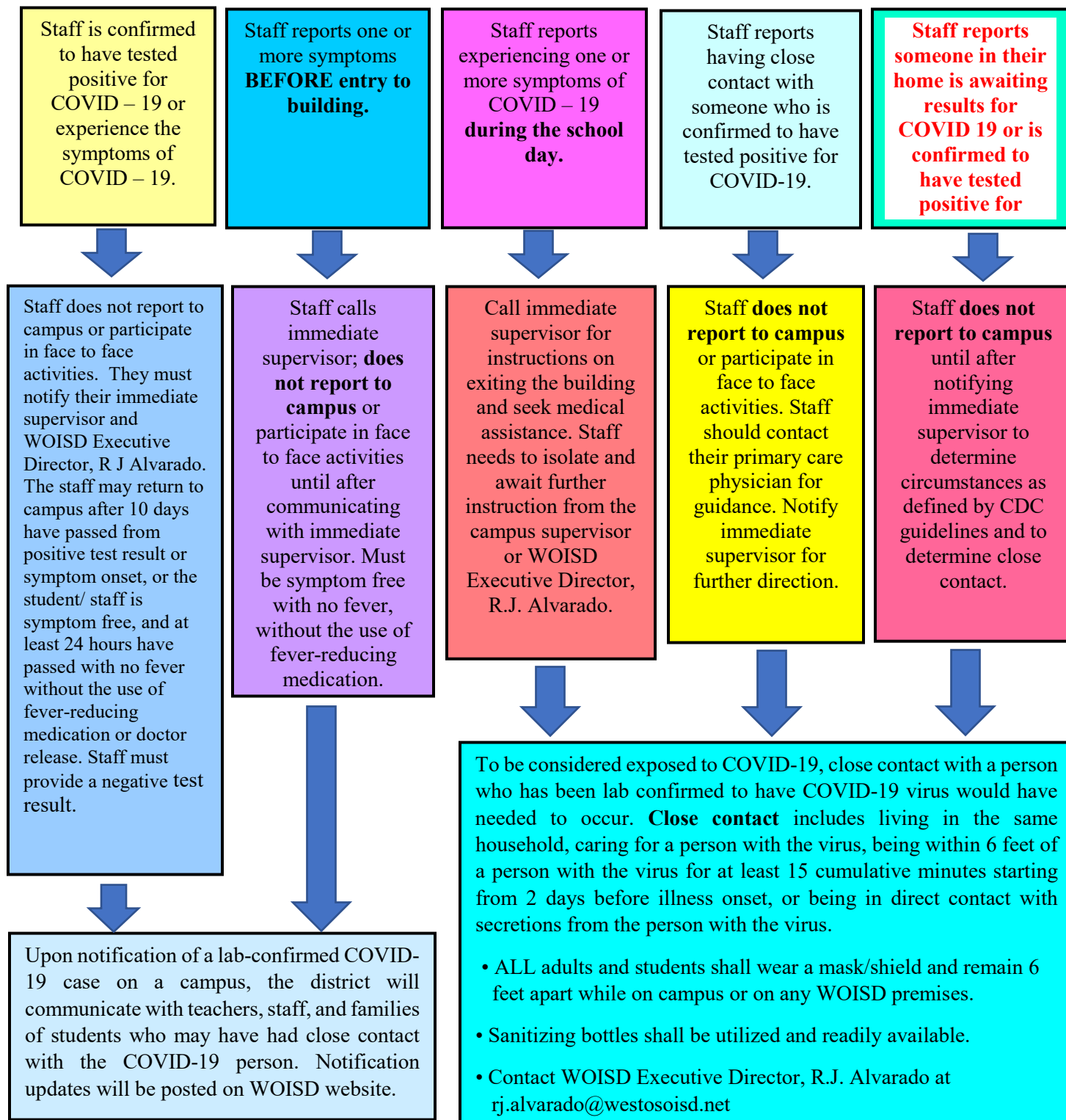
West Oso Independent School District

5050 Rockford Drive

Corpus Christi, Texas 78416



### STAFF FLOW CHART FOR COVID – 19





## STUDENT SCREENING RESOURCE

My student has had no known close contacts with a COVID-19 positive individual\*

My student does not have a temperature  $\geq 100.0$

My student does not have:

- Chills
- A new uncontrolled cough
- Difficulty breathing or shortness of breath
- Muscle or body aches
- New severe headache
- Sore throat
- Vomiting, diarrhea or abdominal pain
- New loss of taste or smell

**OKAY TO GO  
TO SCHOOL**



\*Close contact is defined as being within 6 feet of someone diagnosed with COVID-19 for more than 15 minutes.

My student had close contact with a COVID-19 positive individual in the past 14 days.

My student has no symptoms at this time.

**DO NOT GO TO  
SCHOOL**



QUARANTINE FOR 14 DAYS  
FROM DATE OF LAST CONTACT

My student was diagnosed with COVID-19.

My student has no symptoms.

**DO NOT GO TO  
SCHOOL**



STAY HOME FOR 10 DAYS FROM  
THE POSITIVE TEST DATE

My student has one or more symptoms of COVID - 19.

(See symptoms noted in the green box)

**DO NOT GO TO  
SCHOOL**



STAY HOME AND CONTACT  
YOUR SCHOOL NURSE

Adapted from Austin Public Health Interim Guidance on Reopening for Austin-Travis County Schools.

# SAMPLE CAMPUS DAILY SCHEDULE JFK

## KINDERGARTEN DAILY SCHEDULE

Allotted Time	General Description
8:00 to 8:15	Phonological Awareness
8:15 to 8:50	Phonemic Awareness
8:50 to 9:20	Comprehension
9:20 to 9:35	Read Aloud
9:35 to 10:10	ELAR: Small Groups & Centers
10:10 to 10:30	Writing
10:30 to 10:50	Bear Time
10:50 to 11:20	LUNCH
11:20 to 11:35	RECESS
11:35 to 12:15	Math Drill/Lesson
12:15 to 1:00	P.E.
1:00 to 1:45	Math Spiral/Small Groups & Centers
1:45 to 2:30	Science
2:30 to 3:15	Social Studies
3:15 to 3:30	AR

ELAR Block = 150 minutes

MATH Block = 90 minutes

SCIENCE = 45 minutes

SOCIAL STUDIES = 45 minutes

# SAMPLE CAMPUS DAILY SCHEDULE WOE

## 3<sup>RD</sup> GRADE DAILY SCHEDULE

Allotted Time	General Description
8:00 to 8:20	Bear Time
<b>8:20 to 12:25</b>	<b>ELAR Block (150 minutes)</b>
8:20 to 8:35	Read Aloud
8:35 to 8:45	Fluency
8:45 to 9:10	Phonological/Phonemic Awareness
<b>9:10 to 9:55</b>	<b>Fine Arts</b>
9:55 to 10:00	Comprehension
10:00 to 10:25	Writing
10:25 to 11:00	Guided Reading/Small Groups
<b>11:00 to 11:30</b>	<b>Lunch (30 minutes)</b>
11:35 to 12:25	Guided Reading/Small Groups
<b>12:25 to 1:10</b>	<b>Social Studies</b>
<b>1:10 to 2:40</b>	<b>Math Block</b>
1:10 to 1:15	Math Fluency
1:15 to 1:30	Spirals
1:30 to 2:00	Direct Instruction
2:00 to 2:40	Guided Math/Small Groups
<b>2:40 to 3:25</b>	<b>Science</b>
3:25 to 3:30	Closure/Independent Reading

ELAR Block = 150 minutes

MATH Block = 90 minutes

SCIENCE = 45 minutes

SOCIAL STUDIES = 45 minutes

## Secondary – Campus Daily Schedule

Bell Schedule		
Period	Class Time	Minutes
First Bell	8:40	
Tardy Bell	8:45	
1 <sup>st</sup> Period	8:45 – 9:35	50 mins
Bear Time	9:35 – 9:45	10 mins
2 <sup>nd</sup> Period	9:50 – 10:40	50 mins
3 <sup>rd</sup> Period	10:45 – 11:35	50 mins
4 <sup>th</sup> Period	11:40 – 12:30	50 mins
<b>Interventions/Lunch</b>	<b>12:30 ~ 1:30</b>	<b>60 mins</b>
5 <sup>th</sup> Period	1:35 ~ 2:25	50 mins
6 <sup>th</sup> Period	2:30 – 3:20	50 mins
7 <sup>th</sup> Period	3:25 – 4:15	50 mins
Dismissal	4:15	



WEST OSO INDEPENDENT SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION DEPARTMENT



INSTRUCTIONAL PRACTICES	
DISTRICT- BASED	
NON-NEGOTIABLE	NEGOTIABLE
TRS CURRICULUM/COMPONENTS	TRS CURRICULUM/COMPONENTS
<ul style="list-style-type: none"> <li>Year At a Glance (Curriculum Standards) (YAG)*</li> </ul>	<ul style="list-style-type: none"> <li>Revisions</li> </ul>
<ul style="list-style-type: none"> <li>TEKS Clarification Document (TCD)</li> </ul>	
<ul style="list-style-type: none"> <li>Instructional Focus Document (IFD)</li> </ul>	
<ul style="list-style-type: none"> <li>Vertical Alignment Document (VAD)</li> </ul>	
INSTRUCTIONAL MODEL/COMPONENTS	INSTRUCTIONAL MODEL/COMPONENTS
<ul style="list-style-type: none"> <li>Backward Design (TEKS study/Design Test/Lesson Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Resources/textbooks</li> </ul>
<ul style="list-style-type: none"> <li>Eduphoria Lesson Plan</li> </ul>	<ul style="list-style-type: none"> <li>Processes, procedures/ instructional strategies used</li> </ul>
<ul style="list-style-type: none"> <li>TEKS</li> </ul>	
<ul style="list-style-type: none"> <li>Student Learning Objectives</li> </ul>	<ul style="list-style-type: none"> <li>Student friendly objective vs. exact objective</li> </ul>
<ul style="list-style-type: none"> <li>Engaging, Student-Centered Instructional Activities (address learning styles and performance levels)</li> </ul>	<ul style="list-style-type: none"> <li>Choice of specific activities</li> </ul>
<ul style="list-style-type: none"> <li>Differentiation (ELs, GT, SPED, RTI/Learning Styles) including content delivery and assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>Common Formative and Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Informal assessments</li> </ul>
<ul style="list-style-type: none"> <li>Adhere to ELAR/Math Time Components (Elem.)</li> </ul>	
<ul style="list-style-type: none"> <li>Guided Reading/Guided Math (Elem.)</li> </ul>	
<ul style="list-style-type: none"> <li>Writing to Learn-Do we want to give guidance on a minimum of writing activities per week/grading period? AVID goals have 40% (so two days out of five)</li> </ul>	<ul style="list-style-type: none"> <li>Specific strategies-we will provide a bank of suggested writing strategies.</li> </ul>
<ul style="list-style-type: none"> <li>Using Level 1, 2, and 3 questioning.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced scripting of questions</li> </ul>



# WEST OSO INDEPENDENT SCHOOL DISTRICT

## CURRICULUM & INSTRUCTION DEPARTMENT



DISTRICT- BASED NON-NEGOTIABLE	NEGOTIABLE
INSTRUCTIONAL MODEL/COMPONENTS	INSTRUCTIONAL MODEL/COMPONENTS
<ul style="list-style-type: none"> <li>• Student goal setting w/modeling from teachers and administrators. Developing strategies to achieve their goals.</li> </ul>	
<ul style="list-style-type: none"> <li>• Student data tracking</li> </ul>	<ul style="list-style-type: none"> <li>• Specific data that is being tracked would be a grade level/campus decision</li> </ul>
PROFESSIONAL LEARNING COMMUNITIES	PROFESSIONAL LEARNING COMMUNITIES
<ul style="list-style-type: none"> <li>• AVID A, E, I, O, U and sometimes Y</li> </ul>	
<ul style="list-style-type: none"> <li>• Focused on Dufour's questions <ul style="list-style-type: none"> <li>▪ What do we want all students to know and be able to do?</li> <li>▪ How will we know if they learn it?</li> <li>▪ How will we respond when some students do not learn?</li> <li>▪ How will we extend the learning for students who are already proficient?</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Team planning of pacing calendars</li> </ul>	
<ul style="list-style-type: none"> <li>• Discussion of daily lessons</li> <li>• Inclusion teachers as part of the lesson plan discussion</li> </ul>	
<ul style="list-style-type: none"> <li>• TEKS Study and Teacher Sharing, Modeling of Effective Strategies (TEKS Breakdown/Specificities)</li> </ul>	<ul style="list-style-type: none"> <li>• Observing of teachers (either as an individual or team)</li> </ul>
<ul style="list-style-type: none"> <li>• Data Analysis (Form: Cohort/Class Analysis)</li> </ul>	<ul style="list-style-type: none"> <li>• Groupings</li> </ul>



# 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 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 formative, end of unit, and benchmark assessments to regularly determine student progress with the TEKS.
- 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 hand-in-hand 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, reading nights, guest speakers, and author visits. The Sight Word Club 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, MATERIALS, INSTRUCTIONAL TECHNOLOGY, AND RESOURCES**

### **CURRICULUM**

- ELAR TEKS
- TEKS Resource System (TRS)

### **INSTRUCTIONAL MATERIALS**

- Saavas
- Reading A-Z
- Heggerty

### **INSTRUCTIONAL TECHNOLOGY**

- Renaissance Learning (AR and STAR)
- SuccessMaker
- Learning Farm
- Study Island
- Pebblego & Pebblego Next
- Tumblebooks
- Starfall
- Rosetta Stone

### **RESOURCES**

- Lead4ward
- CLI Engage
- Reading Academies

## **LITERACY BLOCKS**

Teaching reading skills effectively is a complex task which requires that sufficient time is allocated to teach phonological awareness, oral language and vocabulary, read aloud, fluency, comprehension, word study, and writing. Individual and small group instruction include paired reading and guided reading.

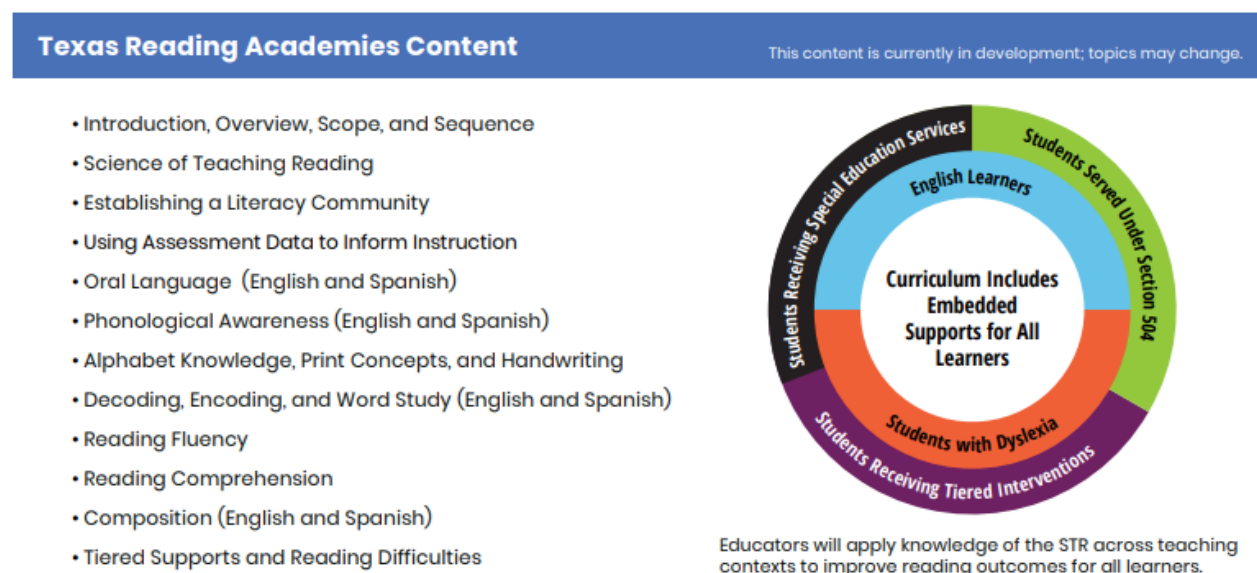
West Oso ISD is creating standardized literacy blocks for all grade levels (K-5). These blocks specify the amount of time for teaching the skills needed for students to become proficient in reading.

## 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-seven staff members are signed up to complete the Reading Academies during the 2021-2022 school year.

The graphic below summarizes the content taught in the course:



## PROGRESS MONITORING/ASSESSMENT

- Students in grade levels K-2 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) and Accelerated Reader (independent reading level) every six weeks.
- Students take End of Unit (EOU) assessments that are aligned to grade level TEKS.

## MOTIVATIONAL TOOLS

- A variety of incentives will continue to be implemented. Individual students and classes will receive Accelerated Reader awards.
- Both John F. Kennedy and West Oso Elementary will hold literacy events that promote reading. Those events include Family Nights, Author Visits, DEAR Day, and Book Fairs.
- During the 2021-2022 school year, a Sight Word Club will be introduced. Students who master their sight words at certain intervals will receive recognition.
- 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; 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 TPRI, 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.



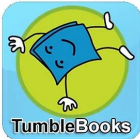

## ELAR PROFESSIONAL LEARNING

- Heggerty - Phonemic Awareness. This training will be facilitated by the Reading Specialist.
- Successmaker- Individualized supplemental, aligned supplemental resource
- Guided Reading-Providing differentiated, research-based small group instruction. This training will be facilitated by Dr. Bethanie Pletcher
- Best Practices for Effective Reading Instruction- This training will be facilitated by Dr. Robin Johnson (TAMUCC)
- Tutor Training- Dr. Bethanie Pletcher will train volunteer/paid tutors K-5
- mCLASS Reading Assessment- Amplify will provide training on administering and analyzing the results of this assessment.

## INSTRUCTIONAL TECHNOLOGY RESOURCES

	Program	Grade Level	Description
	Achieve 3000	6-12 ESL and SPED	Achieve3000 is designed to significantly accelerate literacy growth and deepen learning across the content areas. Achieve3000 uses personalized and differentiated instruction to help all students achieve accelerated growth in reading.
	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.
	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.
	Edgenuity	9-12	Edgenuity 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 tool.
	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	HS	Overview. 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
	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 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.

	Moby Max	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.
	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.
	Rosetta Stone	6-12	Rosetta Stone is a language learning program that focuses on helping language learners thrive in real-world conversations. Through contextualized practice and feedback, Rosetta Stone encourages learners to begin speaking the language from the very first lesson.
	Starfall	PK-2	Starfall is a children's website that teaches basic English reading and writing skills.
	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.

	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 4545 & 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, mathematics, and to support science investigations. There will be specialized tutoring for English Learners at all four campuses.

## OVERVIEW OF HOUSE BILL 4545

House Bill 4545 recently passed in the 87th Regular Legislative Session. The new statute is effective, as of June 16, 2021, with accelerated instruction practices required during the 2021-2022 school year for all students, based on results from Spring 2021.

HB 4545 establishes new requirements for accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). At a high level, the legislation includes:

- Elimination of grade retention and retesting requirements in grades 5 and 8
- For any student who does not pass the STAAR test in grade 3, 5, or 8 in math or reading, a new LEA requirement to establish an accelerated learning committee to develop an individual educational plan for the student and monitor progress
- For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, clarification of prior accelerated instruction requirements, specifying that it must include either:
  - Being assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or
  - Receiving supplemental instruction (tutoring) before or after school, or embedded in the school day

*For school year 2021-2022:*

Accelerated instruction: For any student who did not pass STAAR grades 3-8 or EOC assessments, accelerated instruction must be delivered in the 2021-2022 school year (starting in fall 2021) or subsequent summer of 2022. 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 4545 requirements.

## ACCELERATED LEARNING COMMITTEE & SUPPLEMENTAL INSTRUCTION

Districts are required to hold Accelerated Learning Committee meetings for all students that did not reach the approaches level on their STAAR exam in grades 3, 5, and 8 during the May 2021 administration. **The accelerated learning committee must be comprised of:**

- The principal or the principal's designee
- The student's parent or guardian, and
- The teacher of the subject of an assessment on which the student failed to pass.



No later than the start of the subsequent school year, an accelerated learning committee must develop an educational plan 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. The plan should detail the areas of accelerated instruction needed by the student, the plan for progress monitoring, assessment data, and the actions and tools that will be provided for the student. The plan must be documented in writing with a copy provided to the student's parent or guardian. 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 30 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 1-on-1 or small group environment, with no more than 3 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 FOR LEADERS

## LEARNING ROUNDS

Learning Rounds is an evidence-based process that leads to a continuous development of practice at the personal, school, and administrative level. Staff learn together, (those observed and those observing) develop, and deepen their understanding of how to improve learning. The process creates descriptive evidence that can generate effective change across the schools and district.

The district administration team will use Learning Rounds as a collaborative professional learning process. Learning Rounds will consist of administrator teams observing and learning about teaching practices across the district. Administrators will then create a base of evidence describing the classroom setting based on observation. The team will then discuss results.

## 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.

# PROFESSIONAL LEARNING FOR TEACHERS

## AVID ELEMENTARY TRAINING

AVID Elementary 3–6 is designed for educators to explore strategies and resources focused on diverse groups of learners. It is designed to support new AVID Elementary 3–6 teachers in blending Writing, Inquiry, Collaboration, Organization, and Reading (WICOR®) with digital strategies to prepare students with the skills needed to become independent learners and be college- and career-ready. Educators will gain an understanding of their role in an AVID Schoolwide system that provides differentiated instruction to build a culture of student success.

## AVID PATHWAY TRAINING: READING FOR DISCIPLINARY LITERACY

Nineteen teachers from West Oso Junior High and West Oso High School will participate in AVID Pathway Training in August. This strand focuses on implementing research-based reading practices across all content areas and grade levels to promote a schoolwide approach to disciplinary literacy. Participants will learn how to approach reading as a content expert, empowering student inquiry through reading in their specific content area. Intentionally integrating academic thinking skills and the gradual release of responsibility model into the

reading process ensures all students have the college and career readiness skills necessary for thriving in the 21st century.

## **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.

## **INCLUSION TRAINING**

Three professors from Texas A&M - Corpus Christi will be working with both general education and special education teachers throughout the 2021-2022 school year. Before the school year begins, the training will focus on the roles of both teachers, as well as team building, based on identifying individual strengths. Throughout the year, the training will focus on planning differentiated instruction for special education students that meet both the grade level TEKS as well as Individualized Educational Plans (IEP) goals.

## **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**. This summer, the two teachers will receive training to equip them to teach Automation and Robotics. In this course, students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

One teacher at West Oso High School will participate in **PLTW Computer Science A Training**. This training will equip the instructor to teach Computer Science A. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. This course is endorsed by the College Board, giving students the opportunity to take the AP Computer Science Principles exam for college credit.

## 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:

- Blended Learning
- Electronic Instructional Resources
- Organizational Strategies
- Early Childhood Discipline
- Learning Stations
- Building Relationships
- Struggling Learners

## **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.

## COVID-19 AND SOCIAL-EMOTIONAL LEARNING

COVID-19 has brought about a complex array of factors ([uncertainty](#), [social isolation](#), and [parental angst](#)) that have an impact on the mental health of children and adolescents. Predictability is a stabilizing force for children and adolescents, but it has been disrupted since the COVID-19 outbreak.

Some of the challenges children and young people face during the COVID-19 pandemic relate to:

- **Changes in their routines** (e.g., having to physically distance from family, friends, worship, community)
- **Breaks in continuity of learning** (e.g., virtual learning environments, technology access and connectivity issues)
- **Breaks in continuity of health care** (e.g., missed well-child and immunization visits, limited access to mental, speech, and occupational health services)
- **Missed significant life events** (e.g., grief of missing celebrations, vacation plans, and/or milestone life events)
- **Lost security and safety breaks in continuity of learning** (e.g., housing and food insecurity, increased exposure to violence and online harms, threat of physical illness and uncertainty for the future)

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

### PROMOTING MENTAL WELLNESS IN THE CLASSROOM

To re-establish relationships in the classroom and help kids cope with the stress and trauma of the past year, mental health experts say educators can start by allocating in time every day for every student in every classroom to share their feelings and learn the basics of naming and managing their emotions. Think morning circle time or, for older students, homeroom.

### WHEN MORE SERIOUS HELP IS NEEDED

There will always be children who need more intensive interventions which could involve school social workers and psychologists, when available, or a referral to a mental health professional beyond the school.

### OTHER IDEAS TO HELP THE SOCIAL-EMOTIONAL WELL-BEING OF STUDENTS INCLUDE:

- Offer support and understanding
- Offer opportunities for expression
- Prioritize coping and calming
- Maintain routines
- Build new routines and adjust as needed
- Foster connections from a distance
- Be aware of changing behaviors



## 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.

### CHARACTER STRONG CURRICULUM PROGRAM

*Character Strong's* curricula focus on character development and social-emotional learning competencies to help students develop a stronger identity and purpose. Their activities teach both SEL competencies (such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and character education (such as kindness, honesty, respect, selflessness, forgiveness, commitment, and humility) side-by-side, with a strong emphasis on evidence-based practices with educators and curriculum design.

### 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.

### DAEP- AT RISK COUNSELOR

This counselor will work directly with students at DAEP to reduce recidivism and support students in finding more constructive ways of handling difficulties. The counselor will also help to coordinate wrap-around counseling and support services for students, staff, and families.

### 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

### PROJECT WISDOM

The Project Wisdom Educator Resource Site 2.0 is an easy-to-navigate source of quality character education materials. The centerpiece of the Project Wisdom program is a collection of thought-provoking messages designed to be read over the PA system that encourage everyone on campus daily. It also includes weekly and monthly themes that help establish a "virtue vocabulary" on campus and provide a focal point for the week or month. All students in grades PK-12 will be utilizing this program.

### SOCIAL WORKER AND SOCIAL WORK INTERNS

A full-time social worker will support PK-12 students and families in West Oso ISD. In addition to a paid social worker, 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 seen 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 new learning and teaching parameters in the wake of COVID-19, 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 2018. 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 2018, 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. Bilingual teachers are recruited through the Grow Your Own partnership with the Texas A&M University-Corpus Christi. 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

AP exams for the 2020-2021 school year were administered face to face. For the 2021-2022 school year, West Oso High School will offer the following courses:

- AP Biology
- AP Calculus
- 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. Beginning in the 2021-22 school year, West Oso Junior High 8<sup>th</sup> grade students will have the opportunity to take their introductory CTE course. These courses include:

- Principles of Business, Marketing, and Finance
- Principles of Health Science
- Principles of Arts, Audio/Video Technology and Communications
- Gateway to Technology (introductory course in Computer Science)

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

- MOS word
- MOS excel
- Adobe Photoshop
- SOLIDWORKS
- QuickBooks
- EKG
- Certified Nursing Assistant
- Phlebotomy
- Welding

## EARLY COLLEGE HIGH SCHOOL

Opening of school for West Oso Early College High School will resume in partnership with Del Mar College. Professors will resume teaching courses face to face at West Oso High School.

Every ECHS student that is enrolled in dual credit courses for Summer 2021 and Fall 2021 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](mailto:vikinghelpdesk@delmar.edu))
- Math Learning Center [www.delmar.edu/offices/math/mic/](http://www.delmar.edu/offices/math/mic/)
- Student Success Center - 24/7 online tutoring [www.delmar.edu/ssc](http://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 instructor 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@westosoisd.net](mailto:rhonda.garcia@westosoisd.net) or by phone at (361) 658-1085.

# 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 1<sup>st</sup> 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 5<sup>th</sup> grade, current GT students will be re-evaluated for subject-specific ability. Starting in 6<sup>th</sup> 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 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)
- Geometry
- Biology
- Chemistry
- English I
- English II
- World History
- World Geography

## SAT/ACT

The College Board's top priority is the health and safety of students and educators. There are limited testing capacities in certain areas due to public health restrictions. Test centers are able to make individual decisions about whether it is safe to administer the SAT. Students should frequently check their email and the test center closure page before and on test day to confirm the center is open. The most current information regarding SAT administrations can be found on the College Board website at <https://pages.collegeboard.org/sat-covid-19-updates>.

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 5-8 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](mailto:rhonda.garcia@westosoisd.net).



## **WEST OSO INDEPENDENT SCHOOL DISTRICT**

### **GRANTS AND PARTNERSHIPS**



#### **American Association of University Women**

The American Association of University Women (AAUW) sponsors a middle school STEM girls' mentorship program. The purpose of this initiative is to expose West Oso Junior High students to STEM career pathways through specialized field trips.

#### **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. As of 2018, AEP has awarded West Oso ISD Robotics programs \$2,000 yearly.

#### **Citgo Innovation Academy**

West Oso ISD received \$30,000 for the 2018-2019 school year to launch the Citgo Innovation Academy at WOE, WOJH, and WOHS. In the 2019-2020 school year, 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.

#### **College and Career Readiness School Model (CCRSM) Grant**

West Oso Early College High School was invited by ESC13 in Austin to apply for a \$10,000 sub-grant for a dissemination grant through TEA. The purpose of the CCRSM sub-grant is to provide financial and technical support to high-performing, currently-designated CCRSM campuses/IHEs that are implementing best practices as defined by the CCRSM Blueprints.

#### **Computer Technology Industry Association (TIA)**

CompTIA awarded West Oso HS a Chapter Fund grant that covers national and state Technology Student Association membership dues for ten members, plus one national chapter advisor fee.

#### **Counseling Interns**

TAMUCC's department of counseling within the College of Education and Human Development has provided counseling interns to West Oso ISD during the 2018-2019 and 2019-2020 school years.

#### **Dell Robotics Grant**

Dell awarded WOE and WOJH funds to register their First Lego League teams for the 2020-2021 school year.

### **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 College in coursework in Process Technology, Welding, and Health Science leading to industry-based certifications.

### **Education is Our Freedom**

Commissioner Jag supports West Oso ISD through his Education is Our Freedom non-profit organization. During the summer of 2018 and 2019, he worked with Del Mar College to provide teaching assistants for the summer math and STEM programming. In 2020, Education is our Freedom helped sponsor our virtual STEM camps.

### **Education to Employment**

WOISD is a member of the Education to Employment Partners, a THECB recognized Regional P-16 Council. This organization provides annual conferences, Discover Your Direction and Ready for College and Career (R4C2), which helps students explore college and career pathways. Coastal Compass provides support for FAFSA and the financial literacy program.

### **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, 2020, Fish for Life sponsored its 4<sup>th</sup> Annual Back to School shopping event. One hundred students from JFK and WOE were able participate and purchase back to school clothes at JC Penney. Each child received \$150 in clothing. FFL has also sponsored art and essay contests that provided cash awards to encourage our students' writing and creativity. In addition, during the 2020-21 school year, Fish for Life collaborated with Community in Schools in developing a mentor program for our high school students.

### **Grow Your Own Grant**

Texas A & M University-Corpus Christi, College of Education and Human Development, received a Grow Your Own grant for the 2019-20 school year through TEA to support ten students during their final undergraduate year. West Oso ISD and TAMUCC collaborated in recruiting and selecting students with majors in high need areas including Bilingual, 7-12 ELAR, and 4-8 mathematics. The students completed a 28-week full time internship experience during the 2019-2020 school year. West Oso ISD will continue to participate with the program for the 2020-21 and 2021-22 school years.

### **I Heart Program**

Dr. Bethany Fletcher with 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 1<sup>st</sup> and 2<sup>nd</sup> grade students. Although I-Heart began with grant monies in 2018-2019, Dr. Fletcher has continued to sponsor this program.

### **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.

**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 a \$22,500 grant to support training mentors and novice teachers during the 2021-2022 school year. The goal of this allotment is to increase teacher retention, as well as, support the development of early career teachers. Mentors will receive stipends.

**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 STEM INSPIRES (Infusing Social Programs in Residential Education Scholars) project 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.

**Nueces Electric Cooperative Round Up Award**

Nueces Electric Cooperative is funding a Youth Code Jam at West Oso ISD this spring. Youth Code Jam provides innovative, impactful, and family-focused out of school time hands-on computing programs for K-12 students, as well as, teacher professional development designed to bring computer science to all students.

**Overdeck Family Foundation Scholarship**

The Overdeck Family Foundation Scholarship provides professional development to our Robotics coaches. In addition, the award funds \$10,000 in STEM supplies that will benefit co-curricular programming, as well as, extracurricular activities.

**Society for Science & the Public**

Ms. Christina Campos, West Oso Junior High's STEM Academy teacher, received a national grant from the Society for Science & the Public. She will receive a high-quality STEM kit 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, regardless of whether they are guiding their students remotely, in-person, or through a hybrid model.

**State Farm Teacher Assist Innovation Grant**

West Oso Junior High received two State Farm Teacher Assist grants totaling \$5,000. The money will help teachers meet the challenges of teaching during the pandemic. Ms. Christina Campos' grant is for supporting students in Nature Journaling. Ms. Margaret Fowler also received a grant to start a Wellness Program.

**TAMUCC Upward Bound Central Program**

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, and 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.

**Teacher Candidates**

Dr. Michele Staples, TAMUCC faculty member in the Teacher Education Department, has been supervising teacher candidates since 2017 at JFK Elementary School. Each semester, she has 12-18 preservice teachers that work every Tuesday and Thursday with our PreK-2<sup>nd</sup> grade students.

**Texas Association for Minorities in Engineering (TAME)**

WOJH was awarded a TAME Club award. The TAME Club Toolkits includes a \$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.

**Texas Workforce Commission**

Texas Workforce Commission awards grants to support the First Tech Challenge Robotics program. West Oso High School received a grant valued at \$1,559.97 to purchase needed supplies. Additionally, WOHS received a Texas Workforce Veteran's Competition grant to pay for team registration. West Oso Junior High received a Texas Workforce Commission New Organization Initial Team Registration & V5 Competition Super Kit grant for team 45495A valued at \$1,799.00.

**Verizon Grant**

West Oso Junior High is the recipient of a \$15,000 grant from Verizon Innovative Learning to support the development of the Project Lead the Way computer science courses during the 2019-2020 and 2020-2021 school years. The monies will support teacher training, purchasing of computers, as well as, other equipment and supplies.



# WEST OSO INDEPENDENT SCHOOL DISTRICT

## ESSER III BUDGET



CATEGORY	DESCRIPTION	COST PER YEAR	NUMBER OF YEARS	TOTAL
Retention stipend				\$500,000
Personnel	JH Teachers (5)	\$300,000	3	\$900,000*
	JFK Teachers (3)	\$180,000	3	\$540,000*
	Social Worker	\$70,000	3	\$210,000
	Counselor	\$66,000	3	\$195,000
	Tutors Retired-Certified	\$60,000	3	\$180,000*
HVAC	Upgrades to HVAC System	\$1,750,000	1	\$1,750,000
Technology	Network	\$300,000	1	\$300,000
	Phones	\$100,000	1	\$100,000
	Cameras	\$120,000	1	\$120,000
	P.A. systems	\$160,000	1	\$160,000
After School Program	Supplies	\$46,667	3	\$140,000*
	Staffing	\$118,000	3	\$354,000*
Socioemotional Learning Curriculum				\$18,725
				<b>\$5,467,725</b>

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.