

West Independent School District



...where the best begins

District Improvement Plan 2009 – 2010

WEST INDEPENDENT SCHOOL DISTRICT DISTRICT IMPROVEMENT PLAN 2009-2010

MISSION STATEMENT

West Independent School District is a community of learners. We strive to provide a rigorous, stimulating academic environment in which students, our first priority, find both challenge and support. We nurture a sense of curiosity, connection, and love of learning that extends beyond school years. We believe that exceeding state and federal academic standards is a non-negotiable. With equal regard, we support the development of social skills by encouraging a fundamental respect for oneself, our environment, and the larger world.

We believe that all students deserve to be surrounded by adults who believe they are capable of high achievement. We believe that every child deserves to be surrounded by a culture of high expectations and a rich array of options for the future. We believe that every child deserves dedicated educational and career guidance in order to define the pathways to the options he or she chooses. We believe that every child deserves quality curriculum, instruction, and services to be able to realize his or her personal aspirations by making well informed choices.

For the West ISD mission to succeed, a cooperative effort must exist among all stakeholders: community, parents, school staff, administrators, and the board of trustees.

West ISD Commitments

- We commit to placing exceptional educators at every school through solid hiring systems
- We commit to implementing innovative learning strategies in every classroom through inventive professional practice targeting research-based best practices
- We commit to practicing fiscal stewardship through conservative methodology and transparency
- We commit to operating the district by seeking community and stakeholder involvement throughout the decision making cycle
- We commit to providing competitive learning and attractive work environments for students and staff by providing safe, clean, and comfortable facilities

VISION STATEMENT

The West Independent School District, with children as its first priority, strives to provide a safe, rigorous, stimulating academic environment in which students find both challenge and support to exceed state and federal standards while acquiring skills to make life long choices.

Approved by West Independent School District Advisory Council (WISDAC) on _____
Approved by the West Independent Board of Trustees on _____

West ISD does not discriminate on the basis of race, color, religion, gender, or national origin.

El Distrito de la Escuela Independiente de West no discrimina en raza, color, religion, genero o origen nacional.

Legal References

- Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code.
- Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

West Independent School District Advisory Council
December 2, 2009 – 4:00 PM
West Intermediate School Library


Stephaine Kucera, Parent


Frank Kucera, Parent


Steve Vanek, Community Member


Jeff Bensen, Community Member


Rob Fleming, WES Principal


Rachel Curtin, WES Teacher


John Knutson, WES Coach


Michele Scott, WIS Principal


Stephanie Sullins, WIS Teacher


Kristin Immicke, WIS Teacher


Candy Knapek, Parent


Jacqueline Upmore, WMS Teacher


Wayne Leck, WHS Principal



Diane Mison, WHS Teacher


Steve Hart, WHS Band Director



Theresa Soukup, BH Principal


Debbie Vrba, BH Teacher


Stacia Everett, BH Teacher


Dr. Jan Hungate, Assistant Superintendent


Dr. Marty Crawford, Superintendent


Amanda Adams, WMS Teacher


Nita Gerik, Grandparent

The undersigned members of the West ISD Advisory Council (WISDAC) have read, understand and approve the 2009-2010 District Improvement Plan for the West Independent School District.

Michael Mynarcik, Community Representative

Steve Vanek, Community Representative

Ron Sykora, Business Representative

Dianne Friend, Business Representative

Stephanie Kucera, Parent

Dean Mayo, Parent

Cindy Knapek, Parent

Laurie Tresl, Special Education Representative

Wayne Leek, West High School Principal

Erin Dixon, WHS Teacher

Chris Stephens, WHS Teacher

Grady Fulbright, West Middle School Teacher

Kay Sulak, WMS Teacher

Jacqueline Uptmore, WMS Teacher

Michele Scott, West Intermediate School Principal

Molly Hopkins, WIS Teacher

Karen Rogers WIS Teacher

Rob Fleming, West Elementary School Principal

Amber Gibson, WES Teacher

Sue Melton, WES Teacher

Dr. Marty Crawford, Superintendent

WEST INDEPENDENT SCHOOL DISTRICT

Board of Trustees

David Kolar, President
Larry Sparks, D.D.S., Vice-President
Larry Hykel, Secretary
Crystal Anthony, M.S. Ed., Member
Alvin Soukup, Member
Melissa Sulak, Member
Ken Sykora, Member

District Administration

Dr. Marty Crawford, Superintendent
Charles Mikeska, Chief Financial Officer

Campus Counselors

Gary Parady, WHS
Angela Heath, WHS
Kristie Bryant, WMS
Alison Janek, WIS & WES

Campus Administration

Wayne Leek, WHS Principal
Jeremy McCaig, WHS Assistant Principal
Grady Fulbright, WMS Principal
Michele Scott, WIS Principal
Rob Fleming, WES Principal
Theresa Soukup, BYR Principal

Directors

Cori Chappell, Technology Director
Shawn Howard, Facilities Director
Ron Straten, Transportation Director

West Independent School District Advisory Council 2009-2010

Michael Mynarcik, Community Member

Steve Vanek, Community Member

Ron Sykora, Business Representative

Dianne Friend, Business Representative

Stephanie Kucera, Parent

Dena Mayo, Parent

Cindy Knappek, Parent

Wayne Leek, WHS Principal

Erin Dixon, WHS Teacher

Chris Stephens, WHS Teacher

Grady Fulbright, WMS Principal

Kay Sulak, WMS Teacher

Jacqueline Uptmore, WMS Teacher

Michele Scott, WIS Principal

Molly Hopkins, WIS Teacher

Karen Rogers, WIS Teacher

Rob Fleming, WES Principal

Sue Melton, WES Teacher

Amber Gibson, WES Teacher

Laurie Tresl, Special Education Representative

Dr. Marty, Crawford, Superintendent

West Independent School District 2009-2010 Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted in the summer and fall of 2009. All student groups were analyzed including categories of ethnicity, socioeconomic status, sex, populations served by special programs including students served in special education programs.

Accountability standards
AEIS and other state accountability data
Gold Performance Reports
Federal Accountability Data for AYP
2008-2009 Campus/District Plans/Final budget
Federal programs applications & evaluations
Current NCLB and Special Education
continuous improvement plans
Disaggregated TAKS Data (all categories)
TPRI data, RTPE Data, Achievement tests
District PEIMS reports
PBMAIS reports
Initial Compliance Review (ICR) reports
Dropout/School Leaver/Completion data
State Comp Ed
District retention data/Failure rates/Grade
Placement Committee results
District discipline and counseling referral data
Student attendance data
Benchmark testing data
Special Ed Referral percentages
Campus parent participation records
PAP/AP/Dual Credit participation data
Teacher retention data
PSAT/SAT/ACT/AP testing data
Truancy data
Homeless population analysis
Highly Qualified Reports
Teacher retention data
Staff development survey
Staff level of education survey
Special program evaluations

Formal and informal stakeholder input
Campus and Board Staff climate survey
Staff safety survey
Safety Audit and School Safety walkthroughs
Safe and Drug Free Schools report
PEIMS 425 report
At-Risk Criteria and student lists
District parent survey/Parent Involvement Policy
STAR Chart information
District Technology Plan
E-Rate data
Assessment of District and Campus Websites
Review of District technology tools
Examination of researched based best practices
Staff development attendance records
Evaluation of facility needs
OCR report
Budget revenue and expenditure reports
Predicted needs based on
projected enrollment
demographic trends
legislative directives
state and local economic forecasts.
RF Corrective Action Plan (BYR)
Appreciation Survey, How to Master Survey
FIRST Report
Workers Comp Data

State and Federal Accountability Standards 2006 – 2010

STATE ACCOUNTABILITY (AEIS)	2006 AA/Re/Ex	2007 AA/Re/Ex	2008 AA/Re/Ex	2009 AA/Re/Ex	2010 AA/Re/Ex
Reading/ELA Writing, Social Studies Mathematics Science	60/70/90 60/70/90 40/70/90 35/70/90	65/75/90 65/75/90 45/75/90 40/75/90	70/75/90 65/75/90 50/75/90 45/75/90	70/80/90 70/80/90 55/80/90 50/80/90	70/80/90 70/80/90 60/80/90 55/80/90
FEDERAL ACCOUNTABILITY (AYP)	2006	2007	2008	2009	2010
Reading/ELA Mathematics	53 42	60 50	60 50	67 58	73 67

DISTRICT NAME: WEST **District Rating: Academically Acceptable**
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

	2009		2008		Improvement --
	Met Std/Total No.	%Met Std	Met Std/ Total No.	%Met Std	
<u>Reading/ELA</u>					
X All Students	834/887	94%	834/877	95%	-1
African Amer	25/33	76%	24/29	83%	-7
X Hispanic	82/85	96%	75/79	95%	1
X White	724/766	95%	726/760	96%	-1
X Econ Disadv	282/310	91%	272/292	93%	-2
<u>Writing</u>					
X All Students	180/192	94%	174/179	97%	-3
African Amer	6/6	100%	3/4	75%	25
Hispanic	16/16	100%	15/15	100%	0
X White	157/169	93%	154/158	97%	-4
X Econ Disadv	77/84	92%	47/51	92%	0
<u>Social Studies</u>					
X All Students	282/292	97%	313/328	95%	2
African Amer	11/12	92%	14/15	93%	-1
Hispanic	21/23	91%	26/28	93%	-2
X White	249/256	97%	268/280	96%	1
X Econ Disadv	77/82	94%	90/102	88%	6
<u>Mathematics</u>					
X All Students	764/871	88%	774/876	88%	0
African Amer	26/33	79%	23/29	79%	0
X Hispanic	70/83	84%	71/79	90%	-6
X White	665/752	88%	672/759	89%	-1
X Econ Disadv	253/299	85%	242/289	84%	1
<u>Science</u>					
X All Students	324/386	84%	340/432	79%	5
African Amer	9/16	56%	13/17	76%	-20
Hispanic	18/27	67%	26/40	65%	2
X White	296/342	87%	295/369	80%	7
X Econ Disadv	78/112	70%	91/135	67%	3

**West Independent School District
District Improvement Plan
2008-2009, 2009-2010, 2010-2011**

District Name: West ISD

Date of District Committee Approval: December 2, 2009

Date of Board Approval: December 9, 2009

Goal #1 - Student Achievement: All students in West ISD will demonstrate exemplary academic and social performance.

West ISD will work toward continuous improvement of student performance for all student groups, including students in special education in order to attain state standards in respect to academic excellence indicators adopted under Section 39.051 of the Texas Education Code and other appropriate performance measures for special needs populations.

Performance Objective: The performance rate on all state assessments for the individual student groups of West ISD will be at 90% or greater in the 2009-2010 School Year and rate of commended performance will increase at each campus level on each indicator.

Summative Evaluation: AEIS; TAKS data; RPTE; TOP, TPRI, ACT/SAT data, Homeless population analysis, Teacher retention data, Achievement testing data, PEIMS reports; Student attendance data, Federal accountability data for AYP, PBMAS reports, ICR reports, District discipline referral data, Participation in AMI/ARI, Parent/Teacher survey data, Benchmark testing data, special education referrals, Highly Qualified reports

Goal 1 - Summary of Needs Assessment Findings including, but not limited to AEIS, Adequate Yearly Progress, Drop Out/Promotion Rate, Attendance, Test Participation Rate, Curriculum and Instruction, Staff Development, Staffing, Budget, School Organization, Campus Plans.

1. Need to close the gap between *recognized and exemplary* accountability ratings
2. Need to increase commended performance of students in all areas tested on state assessments.
3. Need to increase number of Gold Performance Acknowledgements at all campuses
4. Need to lower dropout rates and raise attendance rates to exceed state standards
5. Need to provide opportunities for more students to obtain certifications for employment purposes
6. Need to enhance science instruction emphasizing vertical alignment
7. Need to vertically align curriculum in all areas district wide
8. Need to increase opportunities for teacher collaboration and planning
9. Need to increase UIL participation and *excellence in All* extra-curricular offerings
10. Need to pre pare for impact of 4X4 graduation requirements
11. Need to increase rigor and relevance in all content areas and cultivate understanding of rigor with staff and students

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
---------------------------------	---------------	--------------------	--------------------	----------------------------------	----------------------	---------------

12. Need to increase participation in AP examinations and enrollment in dual credit courses

13. Need to provide time and opportunities for staff to use technology staff development tool "How to Master"

14. Need to support and monitor campus and district improvement plans which are developed, reviewed and revised as needed and annually (ongoing process)

15. Need to maximize delivery of services for resources allocated by NCLB and State Compensatory Education and to work toward NCLB goals and objectives (see appendix)

16. Need to continue to closely monitor identification of Special Education Students

17. Need to continue to reduce number of students participating in TAKS-M, TAKS-A, and TAKS-Alt

18. Need to closely monitor placements of Special Education Students for Least Restrictive Environment

19. Need to assure smooth transitions K-12 in delivery of special program services (gifted and talented, dyslexia, ELL, compensatory education)

20. Need to continue to access and deliver quality staff development

21. Need to insure that teachers are aware of composition of all subgroups

22. Need to closely monitor progress in all student subgroups

23. Need to continue to encourage integration of technology into instruction and to maintain an updated infrastructure

<p>1.1 Provide the follo wing Gifted and Talented and college preparation program services:</p> <p>Plan for the addition of a rigorous research course for at WHS for 09-10; offer seminar courses and similar enhancement opportunities in 2010 - 2011</p> <p>Implement Texas Performance Standards Project beginning at WHS</p> <p>Encourage participation in PSAT/SAT/ACT/AP exams and enrollment in dual credit courses</p> <p>Implement THEA testing center at WHS</p> <p>Student Council will attend the Community Service Fair at Midway High School</p> <p>Enhance counselors' computer center for the GO Center, Kuder software, financial aid application, ACT/SAT registration,</p>		<p>M. Crawford J. Hungate Baylor University ESC 12 Campus principals Campus counselors Campus GT coordinators</p>	8/08-5/11	<p>Title II – Part A College Board Local funding High School Allotment funding Texas Virtual Schools Network Local and state school systems and campuses</p>	<p>ESC12 Evaluation Workshop Evaluations Training registration Workshop Evaluations Program Evaluation WHS Master Schedule Audit documents Benchmark testing Teacher observations 6 weeks' grades Campus and district site visit itineraries and products Enrollment #'s in county college, StateU, and Texas Virtual Schools Network WMS BU/MCC/Hill/TSTC visit sign-up sheets</p>	<p>Purchase Orders Certificates Student Handbook Transcripts ESC12 records</p>
---	--	---	-----------	--	---	--

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>explore colleges, explore careers</p> <p>Assure GT funding is spent on direct services</p> <p>Encourage collegiate style study groups at the high school level</p> <p>Implement strategies for working with diverse populations and eliminating gender bias and for increasing enrollment of under-represented in advanced classes</p> <p>Maintain enrollment in G/T Cooperative at ESC 12</p> <p>Advanced Placement update training for WHS AP teachers</p> <p>Provide 6 Hours GT Annual Update Training for all teachers needed including online opportunities</p> <p>Provide opportunities for 30 Hour GT Training for Staff as needed including online opportunities for the following:</p> <ul style="list-style-type: none"> Basic I: Nature and Needs of Gifted Basic II: Assessing Student Needs for Identification Basic III: Differentiating the Curriculum for Gifted Learners Basic IV: Critical and Creative Thinking Skills Basic V: Setting the Standards for Student Success <p>Also: Designing Curriculum for Gifted Students, and Foundations of Gifted Education, GT Teacher's Toolkit, Student-</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>based Projects, Thinking Maps, The Research Puzzle, The Secret Side of Gifted, PAP and AP focused workshops</p> <p>Insure that administrators have received required GT training</p> <p>Evaluate/Update GT Plan including transitions between campuses</p> <p>Monitor Lesson Plans for differentiation strategies</p> <p>Use High School Allotment funding to enhance and support advanced classes</p> <p>Promote culture of college and other post-secondary education</p> <p>Enhance AP offerings, continue dual credit Spanish, and <i>implement</i> more dual credit options</p> <p>Promote higher participation in AP/SAT programs/testing</p> <p>Update and Maintain required AP Audit documents and submissions</p> <p>Use color coded system for maintaining GT profiles in cumulative folders</p> <p>Mobilize district task force to review and update district GT plan; <i>Examine effective K-5 GT programs at area campuses; design and implement a robust WISD GT plan.</i></p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>1.2 Provide the follo wing Special Education program services:</p> <p>Continue to monitor all available data in the implementation of Response to Intervention (RTI)</p> <p>Implement and monitor Residential Facility Monitoring corrective action plan at Brookhaven. <i>Continue work and consideration toward TEA compliance issues</i></p> <p>Provide modifications for instruction, assessment, and differentiated instruction to meet various populations.</p> <p>Place all special education students in least restrictive environment</p> <p>Study individual student information and current year exemptions to ensure that all sped students are assessed at the highest level possible (TAKS, TAKS M, TAKS A, TAKS Alt)</p> <p>Provide extended year services for sped students to address regression if determined as a need</p> <p>Develop and follow continuous Improvement Plan and PBMAIS Intervention Plan</p> <p>Maintain membership in RBEC COOP and remain fiscal agent</p> <p>Continue to Reduce percentage of students identified as Special Education</p>		<p>M. Crawford J. Hungate Campus Adm. J. Igleheart C. Sykora L. Tressl District Intervention Teams</p>	<p>8/08 -5/11</p>	<p>Special Education Funding Local funding TEA</p>	<p>CIP Re-evaluation Program Evaluation ARD Meetings</p>	<p>CIP documents RBEC Management Boards Agenda and Minutes ARD Meeting Minutes PEIMS Intervention plan docs</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Train and maintain intervention teams on each campus for RTI strategies to determine educational needs of struggling students.</p> <p>Continue to maintain appropriate timelines for initial evaluations and reevaluations</p> <p>Provide related services as needed</p> <p>Provide appropriate transition services</p> <p>Promote Least Restrictive Environment</p> <p>Work toward Inclusion Model and enhance interventions</p> <p>Enhance SPED counseling services</p> <p>Monitor lesson plans to ensure appropriate modifications</p> <p>Provide increased special education administrative and special education coordinator support to Brookhaven</p> <p><i>Implement and provide leadership for an ECCCT elementary autism share class arrangement</i></p>						
<p>1.3 Provide the follo wing Career and Technology (Carl Perkins) program services:</p> <p>Provide IC3 training to teachers and create testing site for student certifications</p> <p>Provide opportunities for students to attend career days in Waco, College days</p>		<p>M. Crawford J. Hungate W. Leek <i>J. McCaig</i> ESCI2 CTEcoop CTE Teachers Heart of Texas Tech Prep Consortium</p>	<p>8/08 -5/11</p>	<p>Carl Perkins funding CTE funding Local funding High School Allotment funding <i>ESC 12 Texas HS Project</i></p>	<p>Program Evaluations Conference Evaluations Needs Assessment PEIMS course detail</p>	<p>Conference Certificates Purchase Order Meeting agendas</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>and invite speakers to discuss careers</p> <p>Apply for CATE grants to support Texas Computer Education Association conference for business teachers</p> <p>Update Tech Prep Articulation agreement with MCC and TSTC</p> <p>Assist students in the development of the knowledge, skills and competence necessary for a broad range of career opportunities</p> <p>Provide opportunities for Teacher/Counselor/Administrator Attendance at Professional Development Conferences</p> <p>Create more opportunities for students to receive certifications to increase employment opportunities (example ServSafe food handling course for food services)</p> <p>Continue GO Center in the counseling area to promote post secondary opportunities</p> <p>Utilize Kuder software program in counseling center for exploration of post secondary options</p> <p>Update articulation agreements with TSTC and MCC for dual credit for Tech Prep</p> <p>Evaluate CTE Program Equipment</p> <p>Utilize CTE Program Advisory Boards;</p>		<p>T. Soukup I. Kelly MCC TSTC</p>				

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<i>Begin planning for implementation of career pathways course</i>						
Continue CTE program at Brookhaven campus						
1.4 Provide the follo wing ESL program services:						
Participate in Title III (Bilingual/ESL/LEP) ESC 12 Coop		M. Crawford J. Hungate Lou Ann Olson <i>Campus administrators</i> ESC 12	8/08-5/11	Title III Local funding High School Allotment funding <i>Local and state school systems and campuses</i>	Program Evaluation Enrollment Registration for competency tests	Letter of Engagement Registration documentation Pearson secure website report
Offer Summer School		Christy Bailey Denea Buzbee Becky Holloman				
Monitor need for staff to accommodate growing ESL population						
Monitor number of trained TOP raters and increase as needed						
<i>Explore ESL best practices in local and state districts and schools in order to implement a strategic arrangement for an anticipated increase of WISD second language learners</i>						
1.5 Provide the following Migrant program services.						
Participate in ESC 12 Coop		M. Crawford J. Hungate ESC 12- LouAnn Olson Campus Principals	8/08-5/11	Title I Part C Local funding	Needs Assessment Results of Survey	Letter of Agreement Copy of Survey in Student File
Conduct Employment Survey in campus registration packets						
Seven Areas of focus: 1)ID and recruitment 2) Early childhood 3)Parental involvement 4) Secondary credit accrual 5)Graduation enhancement						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>6) Migrant services coordination 7) Intervention strategies</p> <p>1.6 Provide the following At-Risk program services (including State Compensatory Education) for students not achieving at expected levels or who are at-risk for not graduating:</p> <p>Study disaggregated data including TAKS, TELPAS, achievement testing, DIBELS, local benchmarks to provide appropriate interventions for all populations and to drive instructional decisions giving special attention to subgroups</p> <p>Actively seek and recruit former students in order to recover them and help them to successfully complete high school</p> <p>Actively monitor attendance, grades, conduct, possible home and community conflicts in order to offer support for students who may not complete high school</p> <p>Utilize community and county resources such as sheriff department, police, judges, social agencies and other available external resources that will help support the potential dropout</p> <p>Concentrated and collaborative effort to identify and have face to face contact with non-completers/dropouts</p> <p>Coordinate federal and state program efforts to enhance student achievement</p>		<p>M. Crawford J. Hungate Campus principals, counselors Holloman, Franke, Morrison Fulbright Wilson All teachers Parody</p> <p>M. Sinkule M. Ellison R. Deierman</p> <p>Principals Intervention Specialists Counselors</p>	<p>8/08-5/11</p>	<p>State Comp Ed funding (see summary sheet in Appendix) Title I funding Local funding</p>	<p>Reduced failure rates Prevention/Reduction of Drop-outs Contact records Teacher documentation Payroll documentation Student Needs Committee meetings Contact records</p>	<p>Tutorial sign-in sheets Saturday school sign-in sheets List of students attending CONNECT/ACT List of students utilizing Finish Line Counseling logs Campus meeting minutes</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Implement RTI strategies for all students and investigate intervention programs</p> <p>Implement online tutorial pilot program at WHS "Just in Time"</p> <p>Implement Sopris West materials (<i>Language! The Comprehensive Literacy Curriculum</i>) for IRI (Intensive Reading Intervention) grant at grades 4-8</p> <p>Provide numerous opportunities and encourage participation in a wide range of extra-curricular activities</p> <p>Provide interventions for any student who is failing, in danger of failing or who is identified as requiring additional help to master benchmarks Teachers will understand the membership of each targeted subgroup</p> <p>Provide Pregnancy Related Services (Counseling, medical referrals, homebound services options, child care options) Nurse periodic blood pressure checks Group counseling and support Community services support as needed Homebound services as needed</p> <p>See State Compensatory Education eligibility criteria in appendix of this plan.</p> <p>Provide compensatory education programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school to reduce the drop out rate and increase academic achievement of the</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>students served</p> <p>Assign intervention specialists at each campus</p> <p>Enhance Response to Intervention (RTI) Programming and Strategies</p> <p>Train and maintain intervention teams on each campus for preferential strategies to determine educational needs of struggling students</p> <p>Provide tutorial time before and after school for students at risk for failing in all subject areas.</p> <p>Continue tutorial program "Trojan Mastery" for WMS from 3:30 to 4:30 on Tuesdays and Thursdays for all core subjects.</p> <p>Continue credit recovery program from 3:30-4:30 two-three days per week for high school students (priority-seniors)</p> <p>Provide Saturday school opportunities</p> <p>WMS and WHS will analyze information related to drop out prevention (SB 976)</p> <p>Provide Dyslexia services with <i>ReadWell and Language!</i> curriculum</p> <p>Participate in CONNECT/ACT Programs through RBEC for credit recovery and DAEP instruction</p> <p>Provide TAKS classes for each tested area</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>for students failing to master TAKS Exit test one of more times</p> <p>Develop At-Risk Plan at each campus including constant monitoring of academic records, parent conferences, student conferences/counseling</p> <p>Continue Finish Line (WMS) for remediation and content mastery services for all students</p> <p>Enhance at-risk counseling services</p> <p>Utilize campus Intervention specialists/ teams</p>						
<p>1.7 Provide the following Title I program services: (WES, WIS, WMS) (See revenue sources and other appendices for Federal Programs and NCLB)</p> <p>Continue to coordinate Title I, and Neglected and Delinquent funding</p> <p>Include Ten Title I components in schoolwide program (See components in appendix to this plan)</p> <p>Provide Title I services and support to St. Mary's Private School</p> <p>Utilize Home/School Parent/Student Compact</p> <p>Offer Summer School</p>		<p>J. Hungate D. Gray C. Mikaska WES/WIS/ WMS Staff & Principals Campus Improvement Team Title I teachers & aides</p>	<p>8/08- 5/11</p>	<p>Title I funding</p>	<p>Needs Assessment Letters to failing students</p>	<p>Updated policy Home/School Compact Summer school roster, sign- in sheets</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
Review the Parental Involvement Policy Annually Provide support to all students in school wide program						
1.8 Provide the following Pre-K and Kindergarten program services: Implement full day Pre K <i>Eliminate Examine the effectiveness and need of the 3 year old program</i> Conduct Child Find Conduct Pre-K and Kindergarten Roundup Conduct orientation sessions to discuss instructional programs, K and PK objectives and needs of students.		J. Hungate R. Fleming	8/08-5/11	Local funding PK tuition PK IDEA funding <i>Annual budget process</i>	Identification of needy students Program Evaluation The West News	Copies of newspapers Agenda, sign-in sheets, copy of newspaper
1.9 Provide the following Homeless Education program services: Use allowable % of Title I funding on activities for homeless support Disseminate student residency questionnaire in registration packets Provide all necessary information to Food		J. Hungate, Homeless Liaison Principals J. Dulock	8/08-5/11	Title I Local funding SCE funding (See budget summary page)	Return of survey Evaluation of training Needs Assessment	Letter, results of survey Agendas & sign-in sheets Program evaluation Free lunch documents

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Service Director and PEIMS staff</p> <p>Conduct training for staff of West ISD</p> <p>Disseminate homeless information to campus staff such as info from Texas Homeless Network</p> <p>Offer services to students and parents as appropriate</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>1.10 Provide the following Reading, Writing, Math, Science, Social Studies, program/strategies for improvement:</p> <p>Implement district-wide vertical alignment tool by beginning to use CSCOPE curriculum from ESC13 for science teachers to facilitate instruction and assist teachers in planning</p> <p>Provide CSCOPE training and planning opportunities for science teachers district-wide</p> <p><i>Implement CSCOPE curriculum for all district core subjects</i></p> <p>Join ESC Texas Regional Science Collaborative sending teachers from each campus.</p> <p><i>Initiate professional learning community periods at WHS and WMS</i></p> <p><i>Provide professional learning community staff development opportunities for all teachers</i></p> <p>Evaluate course offerings and sequences in science, social studies, math and ELA for TAKS preparation and to accommodate the 4X4 requirements (4 credits in each of the core areas)</p> <p>Increase teacher awareness of Texas College Readiness Standards (Texas Higher Education Board)</p>		<p>M. Crawford J. Hingate ESC12 ESC13 Campus Principals Intervention specialists Campus Staff</p>	<p>8/08-5/11</p>	<p>Title II funds Local Funding Accelerated Reading/Math Initiative funding Special Ed funding Teacher made benchmarks Study Island benchmarks AEIS –IT</p>	<p>Student scores on various assessment instruments Needs Assessment results Benchmark results to analyze performance Classroom observations Teacher made tests for assessments Team/grade level/ subject area meetings Teacher input Usage reports on and AEIS –IT</p>	<p>Student participation log Teacher/Student survey TAKS results Scope & Sequence AEIS-IT reports</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p><i>Continue implementation and use of SCIENCE STARTERS (bell ringer activities) at the high school level and at the middle school level</i></p> <p>Utilize the Texas Math and Science Diagnostic System for benchmarking in math and science</p> <p>Train K-5th grade teachers in the Writing Academy curriculum</p> <p>Provide data to teachers on item analysis of state assessment results</p> <p>Provide summer TAKS preparation support for summer retesters</p> <p>Incorporate cooperative learning, higher order thinking skills, problem solving, and active hands on learning to meet the learning styles and needs of students.</p> <p>Encourage healthy lifestyles by using Fitnessgram results for planning (example: Walk Across Texas project at WIS)</p> <p>Utilize technology furnished with WHS adopted Social Studies textbooks: interactive tutor and student edition, primary source library, audio programs in Spanish and English and interactive workbooks</p> <p>Join Enhanced Core Plus Curriculum Cooperative at ESC 12 for access to meaningful, relevant staff development in Core Subjects</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Equip)	Formative Evaluation	Documentation
<p>Implement benchmark testing/data collection in all core subjects on a schedule to be determined at each campus.</p> <p>Utilize debit bonus system at ESC 12 for simplification in workshop registration/payment</p> <p>Continue to use Study Island TAKS review software at 4-12</p> <p>Implement Study Island at grades 1-3</p> <p>Continue to use Education City software for all subjects PK-3</p> <p>Purchase MySatori software for instruction and TAKS review at all campuses</p> <p>Train teachers to use online <i>DMAc</i> to disaggregate data on <i>ITBS</i>, <i>TPRI</i>, and TAKS results</p> <p>Provide tutorial time before and after school for students at risk for failing in all core subject areas and other subjects as needed.</p> <p>Provide Content Mastery in all subjects for all students</p> <p>Continue Reading Counts, DEAR Time, <i>ReadWell and Language!</i> Dyslexia Program Open Court Phonics Program (PK-2nd)</p> <p>Continue to use TEKSing Toward TAKS Math (WMS) as well as Prentice Hall Math.</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Implement new Saxon math materials with new K-5 math adoption</p> <p>Continue to participate in Accelerated Reading and Math Initiatives (AR/AMID) (Grades K-8)</p> <p><i>Study, prepare, and implement a vigorous writing curriculum</i></p> <p>Continue use of Seven Writing Traits Program</p> <p>Teacher use of Holistic Scoring and other rubric evaluations</p> <p>Writing Across the Curriculum</p> <p>Initiate "bell ringer" strategy in science classes at all levels the first 5 minutes of every science class (released TAKS test questions and commercial program Science starters)</p> <p>Pay stipend for any teacher with composite science certification to enhance science instruction at the high school level.</p> <p>Keep current inventory and upgrade all science labs in the district as needed</p>		<p>M. Crawford J. Hungate C. Chappell Campus Librarians</p>	<p>8/08-5/11</p>	<p>Local funding Technology Funding Title I Title II, Part D High School Allotment funding</p>	<p>Workshop evaluation Timeline</p>	<p>Agenda, sign-in sheet ESC Contract Purchase orders</p>
<p>1.11 Provide the following Technology program/strategies for improvement to support the overall curriculum:</p> <p>Install smart boards in another department (all math classrooms) at WHS; <i>examine further instructional technology tools</i></p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Campus computer labs and library databases available for research and projects in all content areas</p> <p>Upgrade all computers with Microsoft Office 2007; begin preparation for future MOS upgrades</p> <p>Continue to offer distance learning for foreign languages (Czech, French)</p> <p>Distance learning to provide Spanish by distance learning from WHS to Brookhaven Youth Ranch</p> <p><i>Consider wireless networks at individual campuses</i></p> <p>Renew Channel One contract to upgrade system for classroom televisions at WHS</p> <p>Continue to upgrade infrastructure: Increase bandwidth Utilize Novell Network Upgrade switches and routers as needed Upgrade servers as needed</p> <p>Continue to participate in E-Rate program</p> <p>Participate in Title II, Part D (Technology) coop at ESC 12</p> <p>Participate in EdLINK12 cooperative with ESC 12 for video conferencing</p> <p>Utilize district Intel Trainer certification to do in-district training of all staff in technology integration</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Purchase and/or Maintain the following instructional technology programs:</p> <ul style="list-style-type: none"> MySatori (1-12) Study Island (2-12) Education City (PK-3) Odysseyware (7-12) (credit recovery) Increase subscription Technology Application software-Glenco TechCONNECT (grades 1-6) Type to Learn (K-3) Pearson PAS series (5,7,Exit) Fitnessgram (3-12) for physical fitness assessment Creative Education Institute Reading (WMS Finish Line and Brookhaven) Upgrade library software to Follett Destiny Implement RSCCC Financial software DMAc data online <p>Continue to use the following management programs:</p> <ul style="list-style-type: none"> Groupwise (email/management program) How to Master (online staff dev.) txGradebook RSCCC student management, PEIMS software Consider using RSCCC Financial software <p>Maintain the following programs:</p> <ul style="list-style-type: none"> OnCourse (lesson planning, website management) Myschoolbuilding.com (work orders) Library Databases EdPRO (financial management) Video Streaming AEIS-IT data stand alone and online 						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>versions</p> <p>Eduphoria (teacher appraisal tool including hand held walkthrough software) TransAct (NCLB parent communication resource software) TextLink Software (textbook inventory)</p> <p>Staff development in available resources for new and returning teachers</p> <p>Increase use of Video conferencing</p> <p>Utilize video conferencing at all campuses</p> <p>Complete conversion project to PC computers throughout entire district</p> <p>Replace/upgrade all teacher computers through lease agreement</p> <p>Purchase a second laptop cart (COW-computers on Wheels) for high school</p> <p>Support and enhance instructional Technology</p> <p>Provide opportunities and utilize "How to Master" program (accessed through district website) for staff development online on technology topics.</p> <p>Continue to support, expand and improve media resources in WISD libraries and upgrade circulation software to Destiny</p> <p>Engage in Instructional Media Services Contract with ESC 12</p> <p>Provide digital cameras to each campus</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>specifically for use for website updates and for instructional media purposes</p>						
<p>1.12 Provide the following Staff Development to support campus programs and provide for school improvement:</p> <p>Provide specially designed workshops for instructional aides for training in such areas as confidentiality issues and for supporting instruction</p> <p>Utilize faculty meetings, grade level meetings, department meetings for mini staff development sessions</p> <p>Provide annual staff development in use of district supported administrative and instructional software</p> <p>Continue to coordinate Federal Programs for Title II funding for staff development</p> <p>Provide training in Gang awareness to secondary staff to include Brookhaven</p>		<p>M. Crawford J. Hungate Principals ESC12 ESC13 Teacher leaders</p>	<p>8/08-5/11</p>	<p>Local Funding Title II – A High School Allotment funding <i>All Things PLC</i> <i>Local and state school systems and campuses</i></p>	<p>Workshop evaluations</p>	<p>Agenda, sign-in sheets</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Encourage professional development for all staff throughout the year and summer</p> <p>Register principals in ESC 12 Administrators Institute and provide opportunities for TASSP and TEPSA conference attendance in the summer to enhance campus instructional leadership</p> <p>Schedule regular principals meetings with superintendent and assistant superintendent - <i>ELT</i></p> <p>Schedule frequent planning meetings for principals and campus staff</p> <p><i>Begin alignment opportunities between campuses and content areas</i></p> <p><i>Utilize Campus Instructional Leadership Teams to deliver campus level staff development</i></p> <p><i>Attend Fall 2010 Professional Learning Communities at Work Institute (San Antonio)</i></p> <p>Register Counselors in ESC 12 Round table Coop</p> <p>Provide support for grade level and subject area alignment and planning meetings</p> <p>Utilize "How to Master" program for district technology staff development online</p> <p>Provide quality New Teacher orientation</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Provide annual G/T Update for all staff (include online options)</p> <p>Special Education Updates including RTI orientation, instructional strategies, transition, dyslexia treatment and strategies for English language learners, and dropout prevention and recovery</p> <p>Data Disaggregation</p> <p>Technology (OnCourse, PowerMediaPlus, Video Streaming, Groupwise, txGradebook, etc.)</p> <p>Crises Management and Intervention, Conflict resolution, Classroom management, District Discipline policies/Code of Conduct, Identifying and reporting child abuse, suicide prevention</p> <p>Bullying and violence prevention</p> <p>Crisis Management training</p> <p>Campus Planning</p>						
<p>1.13 Conduct the following Assessments to benchmark student success in the curriculum areas:</p> <p>Released TAKS and TAKS M</p> <p>DIBELS</p> <p>Sopris West for IRI Grant</p> <p>TPRI</p>		<p>M. Crawford J. Hungate Campus Principals Counselors Teachers</p>	<p>8/08-5/11</p>	<p>Local Funding</p>	<p>Benchmarking data Teacher made assessments Teacher observations Study Island Benchmarks and principal progress reports Disaggregated data from each assessment AEIS-IT reports State performance reports from Pearson secure website</p>	<p>TAKS</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>TELPAS (RIPE, TOP)</p> <p>My-Satori</p> <p>Study Island</p> <p>Education City</p> <p>Blastoff, TAKS Connection</p> <p>ITBS (Iowa Test of Basic Skills) Grades 1-2</p> <p>Teacher made assessments</p>						
<p>1.14 Provide for the following Drop Out Prevention/Recovery programs/strategies for improvement</p> <p>Monitor leaver codes and completer records</p> <p>Implement IRI (Intensive Reading Instruction) grant for at risk and drop out prevention at grades 4-8 using Sopris West materials</p> <p>Become familiar with validation process</p> <p>Implement campus based drop out recovery (Odysseyware after school program with Intervention specialist at high school, Correspondence, Remediation)</p> <p>Participate with CONNECT (ECCCT) credit recovery</p> <p>Promote alternative credit recovery</p>		<p>M. Crawford J. Hungate W. Leek G. Parody A. Heath G. Fulbright K. Bryant</p>	<p>8/08-5/11</p>	<p>SCE Funding (See budget summary page)</p> <p>High School Allotment funding</p> <p>Local funding</p>	<p>Leaver audit each semester</p>	<p>Drop-out records PEIMS</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Implement strategies for over aged eighth graders</p> <p>Enhance recovery efforts to regain leavers</p> <p>Utilize intervention specialist in drop out efforts</p>						
<p>1.15 Conduct annual review of Highly Qualified Teachers and Paraprofessional staff requirements:</p> <p>Recruit and retain certified and highly qualified staff (teachers, professionals and paraprofessionals) (See Teacher Quality Plan in Appendices).</p> <p>Investigate ways to show staff appreciation</p> <p>Complete HQ survey for each professional/certified staff member</p> <p>Complete HQ survey for paraprofessional staff</p> <p>Insure all paraprofessionals are not only HQ, but are SBEC certified</p> <p>Include all RBEC district shared support teachers are included in our HQ report since we are fiscal agents.</p> <p>Maintain auditable Highly Qualified Staff notebook for each campus for HQ validation requirements</p> <p>Annually present Highly Qualified report</p>		<p>J. Hungate Campus Principals I. Schroeder D. Hykel</p>	<p>8/08-5/11</p>	<p>Title II funding Local funding</p>	<p>Transcripts Certification records Alternative certification documents ExCET and Texas results Auditable HQ notebooks for each campus HQ worksheets</p>	<p>Completed worksheets on file in central office and on each campus</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>to Board of Trustees</p> <p>Update personnel files</p> <p>Include HQ worksheets in requested information lists for new hires. Send HQ reports with service records for teachers leaving the district</p> <p>Update Campus/District Teacher Recruitment and Retention Plans (Teacher Quality Plans)</p> <p>Support alternative certification programs (ESC, iteachexas, MCC, etc.)</p> <p>Join Personnel Plus Coop ESC 12 to help in recruiting and certification resources</p> <p>Participate in SB9 fingerprinting of all personnel</p>						
<p>I.16 Provide the following programs/activities to support overall increased Attendance:</p> <p>Utilize intervention specialist to monitor attendance</p> <p>Provide parent portal for parents to monitor student attendance and tardies online daily</p> <p>Redefine teacher responsibilities for student tardies at WHS</p> <p><i>Examine final exam exemption policies for fall and spring semesters</i></p>		<p>M. Crawford J. Hungate Campus principals Intervention specialists All teachers</p>	<p>Each 3/6 weeks</p>	<p>Title I Title II – Part A SCE funding funding (See budget summary page) Local funding</p>	<p>Attendance reporting Monitor/seek feedback from staff Increased teacher attendance</p>	<p>Campus master schedule District calendar PEIMS data Attendance committee records Absence from duty repts</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Monitor student attendance through RSCCC</p> <p>Increase parent contacts concerning attendance</p> <p>Utilize and support active Campus attendance committees</p> <p><i>Utilize the Smart Attendance call out application in TeleParent</i></p>						
<p>1.17 Provide the following planning opportunities to promote overall improvement:</p> <p>Provide teachers opportunities to plan and collaborate at staff meetings, department and grade level meetings, RTI meetings during luncheons, and before and after school times as well as with other teachers with common planning periods.</p> <p>Implement campus to campus transitional plans and procedures for all special programs to insure the efficient flow of information needed for program planning</p> <p>Insure 450 minutes per 10 days for teacher planning</p> <p>Use TEA waiver process to set aside days for teacher planning</p> <p>Utilize common conference period planning sessions with campus administration</p> <p>Utilize after school faculty meetings,</p>		M. Crawford J. Hungate Campus principals	Entire year Before and after student attendance days June 3, 2008 - 6/11	West ISD policy TEA waiver	Staff evaluations Staff surveys Team planning evaluation	Campus master schedule District calendar for 07-08

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>subject meetings and grade level meetings for teacher planning</p> <p><i>Initiate a superintendent's student cabinet</i></p> <p><i>Implement a superintendent's teacher advisory group</i></p>						
<p>1.18 Provide opportunities for recognition of student/staff success and appreciation</p> <p>Utilize results of staff appreciation survey</p> <p>Create sunshine committees at campuses</p> <p>Recognition of staff and students at board meetings in administrative reports</p> <p>End of school teacher appreciation luncheon and Holiday staff appreciation dinner and dance</p> <p>Personal and campus notes and emails from administrators</p> <p>Recognition of staff and student accomplishments in campus newsletters and West News, campus announcements</p> <p>Honor roll publication on website and newspapers</p> <p>Student honors and awards assemblies</p> <p>Implement "Trojans of Character" award breakfast at WMS each nine weeks to recognize students who help others and display good character</p>		<p>M. Crawford J. Hungate Campus principals Campus sunshine committees PTO School Board</p>	<p>8/08-5/11</p>	<p>PTO funding Campus executive funds Local funding Title II Website</p>	<p>Appreciation survey</p>	<p>Survey Results Website content</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Recognize staff attendance each semester</p> <p><i>Recognize staff and student achievement at District events</i></p> <p><i>Conduct the feasibility and possibly initiate an "I-Grad" student-mentor or student-staff recognition banquet</i></p>						

Goal #2 - Parent/Community Involvement: Parents/community members and educators of West ISD will be active partners in the education of our students.

Performance Objective: West ISD will expand and support opportunities for parent/community involvement at all campuses and district wide.

Summative Evaluation: AEIS; TAKS; Parental Involvement Records; Survey Information

Goal 2 - Summary of Needs Assessment Findings:

1. Need for parents to access grades and attendance data online in real time
2. Need to utilize technology resources for parent contact
3. Need to increase PTO involvement by secondary parents and to encourage membership at all levels
4. Need to revive evening English classes for limited English speaking adults through local community college
5. Need to improve home / school communication
6. Need to improve district and campus communication
7. Need to maintain and continue to improve comprehensive website
8. Need to obtain input from stakeholders in all areas of the school organization (Parents, teachers, students, community, administration, WISDAC, SHAC, PTO, etc.)
9. Need to provide opportunities for parents/community members to be involved

Goal 2 - Documenting Evidence: (Data Collected/Analyzed)

1. Comprehensive needs assessment including parent surveys
2. Evidence of Parent/School Compacts
3. Emails
4. Teacher contact logs
5. Newsletters/ Parent correspondence
6. Attendance sign in sheets/ parent participation data for meetings and events including PTO

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>2.1 Continue the following approaches to assure open and effective communication between the school and home</p> <p>Implement Parent Portal to allow parents to monitor student grades and attendance</p> <p><i>Add TeleParent for quick communication for meetings/events, closings, emergencies, attendance, behavior, and academic performance</i></p> <p><i>Search for reliable parental support for curricula that do not possess aligned resources (i.e. textbooks)</i></p> <p>Actively encourage parents and community members to participate in school activities by publicizing events and by maintaining campus activity calendars on the district website</p> <p>Promote a positive, friendly environment with signage and banners in school buildings and office areas</p> <p>Invite parents and families to special celebrations such as the 3rd grade Thanksgiving dinner and open house/meet the teacher nights at each campus</p> <p>Create a principal's parent email list at each campus for timely communication with parents</p>		<p>M. Crawford J. Hungate Campus Principals C. Chappell Teachers</p>	<p>8/08-5/11</p>	<p>Local Funding Title I funding TranAct online ESC 12 TeleParent</p>	<p>Feedback Updated website</p>	<p>Copies of letter, emails, progress reports Website hit report Copies of newsletters/calendars Newspapers Results of survey Campus calendar District calendar</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Update enrollment forms to include additional contact information</p> <p>Integrate PTO meetings with High School Informational meetings</p> <p>Strengthen volunteer programs on each campus and coordinate activities and functions with the Parent Teacher Organization.</p> <p>Provide specific information and support to parents of ESL, Title I and special education students</p> <p>Involve and inform parents of middle and high school students in scheduling and degree/career planning, including information on the TEXAS grant and other scholarships and aid</p> <p>Maintain an "open door" policy for parent and community visits</p> <p>Improve transition activities at WMS by adding parent question and answer session to 6th grade orientation camp</p> <p>Provide a flexible schedule for parent conferences to meet the needs of parents</p> <p>Administrative Intervention Team at WMS will make parent contacts each six weeks and conferences at least each semester</p> <p>Review and revise, with parents, school-student-parent compacts and LEA and campus parent involvement policies</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Keep parents involved of academic progress through benchmark assessment reports, six weeks IEP reports, report cards and other appropriate including Parent Portal access.</p> <p>Insure that student handbook is comprehensive as an information source and post updates on website as needed</p> <p>Encourage use of the West ISD website by staff, parents and community</p> <p>Provide information to middle/high school parents regarding higher education opportunities including TEXAS and Teach for Texas grants, admissions and financial aid for higher education, and the need to make informed curriculum choices.</p> <p>Insure that all NCLB parent notifications are appropriately distributed to parents</p> <p>Participate on Parent Involvement Council at ESC 12</p> <p>Progress reports/report cards/ mail-outs and sent home with students</p> <p>Encourage teachers to maintain OnCourse teacher individual web site</p> <p>Email</p> <p>Monthly calendar of events/Newsletters</p> <p>Marquees</p> <p>Newspaper articles</p>						

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Surveys</p> <p>Open House at each campus and Meet the teacher nights</p> <p>Student performance nights</p> <p>Scheduled Parent Conference Days</p>						
<p>2.2 Provide the following opportunities for parents and community members to be actively involved in the programs of the school:</p> <p>Offer English classes at the elementary school through MCC for limited English Speaking parents</p> <p>Reading Extravaganza at WMS</p> <p>Volunteers</p> <p>Co and Extra curricular activities</p> <p>Open House and other special events</p> <p>School board meetings</p> <p>SHAC</p> <p>WISDAC and Campus SBDM</p> <p>Booster Clubs</p> <p>Campus Committees</p> <p>Vocational Advisory Committees</p>		<p>M. Crawford J. Hungate Campus principals Counselors</p>	<p>8/08-5/11</p>	<p>Local Funding CTE funding PTO funding</p>	<p>Membership roster Meetings attendance</p>	<p>Agendas, sign in sheets Volunteer log Board meeting minutes</p>

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
Federal Program Advisory Committee PTO Promfest, Concession Stand, Westfest and other student activity fund raisers		Dena Mayo Cindy Knappek				
2.3 Provide the following training/information sharing sessions with parents/community members, and staff Implement a series of parenting meetings at each level Notify parents of training opportunities at the Region XII Education Center Continue meetings for college planning, financial aide and scholarship application Continue spring and fall parenting classes Encourage participation at PTO meetings by having student performances, principals speak from all schools. Work closely with PTO officers and members to support their mission Encourage PTO membership for teachers Provide information concerning the following opportunities for information sharing:		M. Crawford J. Hungate Campus principals Counselors Teacher leaders	8/08-5/11	Local funding Special Ed. Funding Title I funding PTO meetings	Feedback, surveys	Agenda, sign-in sheets

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
SHAC WISDAC LPAC Gifted & Talented Title I Special Education						
2.4 Provide the following opportunities for parents and community members to be involved in planning for overall school improvement: WISDAC SHAC Vocational Advisory Committee Program Review Teams Campus committees Federal program advisory committee <i>Facilities Advisory Committee</i> <i>Consider the enabling of a superintendent's parent advisory group</i>		M. Crawford J. Hungate Principals	8/08-5/11	Local funding Title I	Committee evaluation	Agenda, sign-in sheets
2.5 Continue / expand partnerships with the following local businesses and organizations: <ul style="list-style-type: none">Consider implementation of Community/Business/Staff member mentor program for at		M. Crawford J. Hungate Principals Voc. & life skills teachers	8/08-5/11	Local funding SpEd funding CTE funding	Surveys	Agenda, sign-in sheets

Initiatives Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>risk students at WHS</p> <p>West Rest Haven</p> <p>West Kiwanis</p> <p>West News</p> <p>City of West</p> <p>West Chamber of Commerce</p> <p>Community service opportunities such as Caritas Resale shop</p> <p>Work program opportunities (vocational work program and life skills students)</p> <p>Other businesses and community organizations</p> <p>2.6 Ensure parents and students are informed of their rights and responsibilities:</p> <ul style="list-style-type: none"> • Student Handbook • Student Code-of-Conduct • Parental Involvement Policy • School/Parent Compact • G/T Policy and Procedures • Special Education Rights 		<p>M. Crawford J. Hungate Principals J. Igleheart L. Tresl C. Sykora</p>	8/08-5/11	Local funding SpEd funding	Needs assessment	Grievances filed

Goal #3 – Safe and Orderly Environment: West ISD will have a safe and orderly environment that promotes successful student learning.

Performance Objective: West ISD will increase training and resources to campuses to promote and insure student and staff safety and an orderly environment.

Summative Evaluation: AEIS Data; PEIMS, TAKS; Annual S/DFSC Evaluation; Technology Plan/Inventory; State Disaster Report, Campus Safety Audits, Maintenance Logs, Crises incident reports, Discipline documentation, District Crises Plan

Goal 3 - Summary of Needs Assessment Findings:

1. Need to take positive steps to eliminate underage drinking and drug use within the scope of school authority (board priority)
2. Need to assure safety of students on busses
3. Need to continue to discuss and plan procedures and policies to address safety concerns for staff and students
4. Need to communicate clear expectations to students, parents and staff in regard to behavior management policies
5. Need to collaborate with West PD to ensure traffic flow around campuses for student safety
6. Need to reduce disciplinary referrals.
7. Need for consistent discipline on campuses, across district and on transportation
8. Need for crises intervention and crises management training including safety walkthroughs as follow up to safety audits
9. Need to continue to use work order system on myschoolbuilding.com for maintenance, grounds, and technology
10. Need to continue major summer facilities maintenance projects
11. Need to conduct frequent safety drills in all safety scenarios (fire, tornado, bus evacuation, lock down, etc.)
12. Need to repeat safety audit in 1 year on the 3 year cycle

Goal 3 - Documenting Evidence: (Data Collected/Analyzed)

1. Comprehensive Needs Assessment
2. PEIMS data
3. Board parent survey on alcohol/drug use and survey results
4. Crisis Management Plan
5. Staff development documentation for crisis training
6. Discipline documentation
7. Safety audit documentation

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation		
Safe/Drug-Free Schools and Communities Data / Goals	2000-2001		2001-2002	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of students placed in AEP	6		21	21	29	27	30	38
Number of code of conduct violations (PEIMS 425 Code 21)	460		429	483	287	348	438	366
Number of incidents related to tobacco (PEIMS 425 Code 33)			1	2	2	1	0	3
Number of incidents related to alcohol (PEIMS 425 Code 05, 37)	1		2	5	0	3	0	1
Number of incidents related to other illegal drugs (marijuana, cocaine, etc. (PEIMS 425 Codes 04, 06, 36)	5		6	1	2	2	7	4
Number of fights (mutual combat – PEIMS 425 Code 41)			2	13	14	0	0	7
Number of assaults or retaliation on school personnel, volunteer, and other adults (PEIMS 425 Code 08, 27, 29, 31)	1				0	0	0	0

**Note - new data unavailable at time of publication. New data will be inserted prior to publication to TEA.*

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>3.1 Continue to ensure a safe, orderly, and disciplined environment through the following:</p> <p>Provide activities and programs for youth that are backed by scientifically based research that shows evidence that the methods are effective in preventing /reducing alcohol/drug use and violence and encouraging healthy life choices</p> <p><i>Re-visit Spring 2009 "Shattered Dreams" program at the secondary level to build awareness of drinking and driving</i></p> <p>Continue and enhance Teens in the Driver's Seat Program (peer lead program for teenage driver safety)</p> <p>Conduct a series of administrative meetings to include campus and district administration and director to monitor district transportation issues</p> <p>Purchase 6 bus cameras for safety and discipline reasons with a long range plan to equip all busses with cameras</p> <p>Create a bus driver, parent, student transportation handbook</p> <p>Seek training for all transportation staff in student discipline</p> <p>Continue to listen to input from transportation personnel</p> <p>Review student code of conduct and handbook and revise for continuity,</p>		<p>M. Crawford J. Hungate Campus Principals S. Howard District Safety Audit Committee ESC12- SDFSC coop</p>	<p>8/08-5/09</p>	<p>Local funding SDFSC funds</p>	<p>Surveys Safety Audits</p>	<p>PEIMS Data 425 records Copies of Documents Handbook receipts Compact in student files Audit reports</p>

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>consistency and legal compliance</p> <p>Implement intervention discipline strategies before in and out of school suspension, and alternate placements are utilized</p> <ul style="list-style-type: none"> • Communicate clear expectations to students and staff in regard to behavior management policies • Maintain systematic record-keeping procedures • Employ an incremental system of disciplinary interventions • Monitor and enforce implementation of all special education Behavior Intervention Plans • Expand the available range of discipline management strategies to be utilized prior to removals from class <p>(ISS/OSS/DAEP/Expulsion):</p> <ul style="list-style-type: none"> ○ Student/teacher/parent conferences ○ Counselor intervention ○ Lunch detention ○ After-school detention ○ Saturday school ○ Positive Behavior Support Strategies ○ Timely communication with parents/guardians <p>Continue to utilize the canine search program to identify and deter possession and use of controlled or prohibited items on school property</p>						

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
Register all school nurses in School Nurse/Health Care Coop ESC 12 for training and updates on all school safety and health issues. Continue physical fitness assessments as required by law for student health monitoring in grades 3-12 Continue Character Education and anti-bullying programs at all campuses School-wide Discipline Plan Student Code of Conduct Student Handbook Home/School Compact						

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>3.2 Maintain the following activities/strategies to address Crisis Management and Violence Prevention:</p> <p>Train teachers in crisis management for district and campuses</p> <p>Install security cameras at the high school to monitor all entrances</p> <p><i>Utilize</i> high-quality two-way radios to facilitate rapid and effective communications among office staff and administrators and for use during athletic events</p> <p>Increase collaboration with local law enforcement entities and first responders to develop effective building specific procedures</p> <p>Adopt best practices as identified by the Texas School Safety Center:</p> <ul style="list-style-type: none"> o Mitigation and Prevention o Preparedness o Response o Recovery <p>Continue Fire safety inspections</p> <p>Continue required bus evacuation drills</p> <p>Crises flip charts to all personnel</p> <p>Crisis Management/Response Plan</p> <p>Continue crisis Response Team/Training</p> <p>Continue staff Orientation to Emergency</p>		<p>M. Crawford J. Hungate Campus Principals R. Straten S. Howard ESC12</p>	<p>8/08-5/11</p>	<p>Local funding Texas School Safety Center <i>Local law enforcement and support agencies</i></p>	<p>Evaluation of plan Evaluation of drills</p>	<p>Agenda, sign in sheet Campus drill logs</p>

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Drills: Building Evacuation (Fire); Shelter in Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation</p> <p>Prepare district audit team for renewal of safety audit on three year plan which will occur during the next school year (09-10); <i>begin preparation for work with local agencies for a review and reconstruction of the District's crisis plan</i></p> <p>Address areas of suicide prevention, unwanted physical or verbal aggression, sexual harassment and other forms of bullying, conflict resolution, dating violence (see attached policies on dating violence)</p>						

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>3.3 Conduct the following improvements to the district facilities:</p> <p><i>Begin a District Facilities Advisory Committee</i></p> <p>Consider security cameras at WMS and consider additional cameras at WHS to include parking areas</p> <p>Consider magnet locks at all campuses for security w/o key system for use when needed</p> <p>Replace inside classroom door locks so classrooms can be locked from inside</p> <p>Prepare long range plan for HVAC replacements</p> <p>Develop a timeline to replace carpet at WIS and WMS</p> <p>Explore future of athletic facilities</p> <p>Replace WIS intercom system</p> <p>Replace ceiling tiles at WES</p> <p>Reed main gym floor at high school</p> <p><i>Acquire digital message marquees for campuses and possibly the District</i></p> <p>Consider door alert/bell on campus entries for use in lockdown situations</p> <p>Consider caller ID for each campus</p>		<p>M. Crawford J. Hungate S. Howard and Maintenance Dept. Safety audit team</p>	<p>8/08-7/11</p>	<p>Local funding Title IV funding <i>Dakornics</i></p>	<p>Timeline of completion</p>	<p>Board minutes Work order documentation</p>

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>Renovate buildings in accordance with safety audit (WMS, WIS main entrances/offices, specifically)</p> <p>Implement plan to reduce consumption of energy use as required by law</p> <p>Continue major summer maintenance Projects as budget will allow</p> <p>Continue online work order system through http://www.myschoolbuilding.com</p> <p>Implement safety audit results from as Texas Senate Bill 11 safety audits</p>						

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>3.4 Provide the following staff development/training to ensure student/staff safety:</p> <ul style="list-style-type: none"> Conduct health services audit through an outside consultant Chapter 37 / Student Code of Conduct Campus lockdown procedures Fire/disaster/bus evacuation/shelter in place/lock down drills Fire code safety, and IPM management strategies for air quality, safety and hazardous materials management Visitor registration requirements including RAPTOR system at WHS and WES <i>now expanded</i> to WIS and WMS Texas Behavior Support Initiative (TBSI) CPI Restraint Training Meeting with local first responders (West PD, Sheriff's Dept., EMS) Crises Intervention training Bullying 		<p>M. Crawford J. Hungate Campus Principals ESC 12</p>	<p>8/08-5/11</p>	<p>Local funding Title II funding Title IV funding Employee handbook</p>	<p>Workshop evaluations</p>	<p>Agenda, sign-in sheets</p>

Initiatives: Programs/Strategies	Date Goal Met	Person Responsible	Timeline Start/End	Resource (Human/Material/Fiscal)	Formative Evaluation	Documentation
<p>3.5 Provide the following Title IV – Safe and Drug Free School and Communities programs and activities:</p> <p>Participate in Title IV (SDFSC) cooperative at ESC12</p> <p>DAVE curriculum</p> <p>DARE in 5th grade and investigate addition of DARE to 7th grade</p> <p>CHOOSE TO CARE www.choosetocare.com</p> <p>Conflict resolution</p> <p><i>Re-visit Shattered Dreams in spring before prom and consideration of continuing the Walking Dead project-WHS</i></p> <p>Red Ribbon Week Activities</p> <p>MADD video presentation</p> <p>Utilize Channel One TV's for all school broadcasts on drug free presentations</p>		<p>M. Crawford J. Hungate Campus Principals ESC12</p>	<p>8/08-5/11</p>	<p>Title IV funding Local Funding <i>Local law enforcement and support agencies</i></p>	<p>Surveys Feedback Shattered Dreams Survey</p>	<p>Copies of lesson plans Results of surveys</p>

West Independent School District
District Improvement Plan
2009 - 2010

APPENDICES

Federal, State and Local Funding Sources and Required
Plans and Policies

STATE

- A. State Compensatory Education Expenditures and FTE's
- B. State Compensatory State Student Eligibility Criteria
- C. State Compensatory/Accelerated Services Board Policy
EHBC (Legal & Local)
- D. Student Welfare/Freedom from Harassment/Dating Violence
Board Policy FFH (Local)
- E. Plan for Addressing Sexual Abuse

FEDERAL

- F. No Child Left Behind Performance Goals & Indicators
- G. Title I Schoolwide Components
- H. 2008-2009 Recruitment and Retention Plan (Teacher Quality
Plan)

APPENDIX A

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

2009 - 2010

Federal Programs/Funding Source

Title I, Part A	\$ 285,561
Title I, Part D (ND&R)	\$ 89,908
Title II, Part A (TPTR)	\$ 53,019
Title II, Part D (Technology) *(ESC 12)	\$ 2,484
Title IV, Part A (S&DFS) *(ESC 12)	\$ 4,526
Carl Perkins *(ESC 12)	\$ 16,902
Title I, Part A (ARRA/Stimulus)	\$ 128,513
Title I, Part D/(ARRA/Stimulus)	\$ 55,906
Title II, Part D(ARRA/Stimulus)	\$ 4,014
Title XIV State Fiscal Stabilization Fund	

State Programs/Funding Source

Career/Technology Education	\$ 509,775
State Compensatory Education	\$ 1,363,336
Gifted/Talented	\$ 17,685
Special Education	\$ 1,061,897
Bilingual/ESL Program	\$ 129,687

APPENDIX C

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

COMPENSATORY
EDUCATION
ALLOTMENT

The District is entitled to an annual compensatory education allotment for each student:

1. Who is educationally disadvantaged; or
2. Who does not have a disability and resides in a residential placement facility in the district in which the student's parent or legal guardian does not reside.

The number of educationally disadvantaged students is determined by the formula set forth at Education Code 42.152(b).

Education Code 42.152(a)-(b)

USE

The District shall use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school, as defined below, and all other students.

Specifically, the District may use the funds, other than an indirect cost allotment established by State Board rule, to meet the costs of providing a compensatory, intensive, or accelerated instruction program under Education Code 29.081, a disciplinary alternative education program under Education Code 37.008, or to support a Title I program [see EHBD], at a campus at which at least 40 percent of the students are educationally disadvantaged.

The District may also use allocated funds for:

1. A mentoring services program under Education Code 29.089;
2. An accelerated reading instruction program under Education Code 28.006(g);
3. A program for treatment of students who have dyslexia or a related disorder, as required by Education Code 38.003; and
4. A program under Education Code 29.081 specifically designed to serve students at risk of dropping out of school.

Education Code 42.152(c), (c-1), (c-2)

LIMIT ON DAEP
EXPENDITURES

The District may not use more than 18 percent of its compensatory education allotment for disciplinary alternative education programs.

The Commissioner may waive this limitation upon an annual petition, by the District's Board and site-based decision making committee, presenting the reason for the need to spend supplemental compensatory education funds on disciplinary alternative education programs.

Education Code 42.152(c)(1)-(2)

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

DROPOUT
PREVENTION
STRATEGIES

A district with a high dropout rate, as determined by the Commissioner, shall submit a plan to the Commissioner describing the manner in which the district intends to use its compensatory education and high school allotments for developing and implementing research-based strategies for dropout prevention.

If the District is required to submit both a dropout prevention strategy plan and a plan to increase college enrollment [see GNC], the District must describe in its dropout prevention strategy plan how the activities identified in both plans will be coordinated. If a district is required to submit both a school improvement plan, due to failure to meet the required performance standard regarding dropout rates or completion rates, as well as a dropout prevention strategy plan, the District may request that its school improvement plan be used to satisfy both requirements.

The District shall submit the plan not later than December 1 of each school year preceding the school year in which the District will receive the compensatory education or high school allotment to which the plan applies. The plan must meet the requirements at 19 TAC 89.1701(e).

The District may not spend or obligate more than 25 percent of the District's compensatory or high school allotment unless the Commissioner approves the plan.

Education Code 29.918; 19 TAC 89.1071

DEFINITION OF AT-
RISK STUDENT

"Student at risk of dropping out of school" includes each student who is under 21 years of age and who:

1. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. If the student is in grades 7–12 did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appro-

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

- appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
 6. Has been placed in a disciplinary alternative education program during the preceding or current school year;
 7. Has been expelled during the preceding or current school year;
 8. Is currently on parole, probation, deferred prosecution, or other conditional release;
 9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
 10. Is a student of limited English proficiency, as defined by Section 29.052;
 11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
 12. Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments [see FD]; or
 13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the District, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Education Code 29.081(d)

LOCAL ELIGIBILITY
CRITERIA

In addition to students described above, a student who satisfies local eligibility criteria adopted by a Board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the District during the preceding school year. *Education Code 29.081(g)*

COMPENSATORY,
INTENSIVE, AND
ACCELERATED
INSTRUCTION

The District shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the District's schools that enable the students to perform at grade level at the conclusion of the next regular school term. *Education Code 29.081(a)*

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

ACCELERATED INSTRUCTION	The District shall provide accelerated instruction to enrolled students who have not performed satisfactorily on each section of the secondary exit-level assessment instrument or who are at risk of dropping out of school. <i>Education Code 29.081(b)</i>
EFFECTIVENESS	The District shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other District students. <i>Education Code 29.081(c)</i>
DROPOUT RECOVERY EDUCATION PROGRAMS	<p>The District may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The programs must meet the criteria set forth at Education Code 29.081(e)(1)–(5).</p> <p>Students in attendance at a dropout recovery education program shall be included in the District's average daily attendance for funding purposes.</p> <p><i>Education Code 29.081(f)</i></p>
COMMUNITIES IN SCHOOLS (CIS)	An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least 10 percent of the number of students in average daily attendance at the school, as determined by TEA. <i>Education Code 33.157</i>
OPTIONAL EXTENDED-YEAR PROGRAM (OEYP)	<p>The District may set aside an amount from its compensatory education allotment or may apply to TEA for funding of an extended-year program, for a period not to exceed 30 instructional days for students:</p> <ol style="list-style-type: none">1. In kindergarten through grade 11, who are identified as not likely to be promoted to the next grade level for the succeeding school year; or2. In grade 12, who are identified as not likely to graduate from high school before the beginning of the succeeding school year. <p>A student who does not demonstrate proficiency in a subject area as determined by the district is also eligible for services.</p> <p>An optional extended year program (OEYP) may extend the day, the week, or the year to provide additional support and instruction for eligible students. The program shall be conducted beyond the</p>

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

	required instructional year, which may include intercessions for year round programs.
POLICY	If the District provides an OEYP, it shall adopt a policy designed to lead to immediate reduction and ultimate elimination of student retention.
PROGRAM CRITERIA	An OEYP must meet the requirements set forth at Education Code 29.082 and 19 TAC 105.1001.
PROMOTION OF STUDENT	A student who attends at least 90 percent of the program days and who satisfies the requirements for promotion at Education Code 28.021 shall be promoted or retained in accordance with Education Code 29.082(e).
TRANSPORTATION	The District shall provide transportation to each student who is required to attend a program under this section and who is eligible for regular transportation services. [See EIE and FDC] <i>Education Code 29.082; 19 TAC 105.1001</i>
OPTIONAL FLEXIBLE YEAR PROGRAM (OFYP)	The District may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level.
PROGRAM CRITERIA	An OFYP must meet the requirements set forth at Education Code 29.0821 and 19 TAC 61.1017. <i>Education Code 29.0821; 19 TAC 61.1017</i>
OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM (OFSDP)	Notwithstanding Education Code 25.081 (school year) or 25.082 (school day) [see EB and EC], the District may apply to the Commissioner to provide a flexible school day program (OFSDP) for students in grades 9 through 12.
PROGRAM CRITERIA	A district that meets application requirements may: <ol style="list-style-type: none">1. Provide flexibility in the number of hours each day a student attends;2. Provide flexibility in the number of days each week a student attends; or3. Allow a student to enroll in less than or more than a full course load. A course offered in a program under this section must provide for at least the same number of instructional hours as required for a course offered in a program that meets the required minimum number of instructional days under Education Code section 25.081

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

and the required length of school day under Education Code section 25.082.

STUDENT
ELIGIBILITY

The District may provide an OFSDP for students who:

1. Have dropped out of school or are at risk of dropping out of school, as defined above at DEFINITION OF AT-RISK STUDENT; or
2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the Commissioner.

FUNDING

Funding for an optional flexible school day program shall be based on the number of instructional days in the District calendar and a seven-hour school day, but attendance may be cumulated over a school year, including any summer or vacation session. The attendance of students who accumulate less than the number of attendance hours required shall be proportionately reduced for funding purposes.

Education Code 29.0822

TUTORIAL SERVICES

The District may provide tutorial services at District schools. If the District provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials.

The District may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

BASIC SKILLS
PROGRAMS

The District may apply to the Commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the Commissioner.

With the consent of a student's parent or guardian, the District may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

AFTER-SCHOOL AND
SUMMER INTENSIVE
MATHEMATICS AND
SCIENCE PROGRAMS

The District may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the District.

Before providing a program, the Board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
 - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
 - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the District that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

Education Code 29.088, 29.090; 19 TAC 102.1041

MENTORING
SERVICES PROGRAM

The District may provide a mentoring services program to students at risk of dropping out of school. The Board may arrange for any public or nonprofit community-based organization to come to the District's schools and implement the program.

The Board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

ACCELERATED
READING
INSTRUCTION
PROGRAM

The District shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

	<p>[see EKC], to be at risk for dyslexia or other reading difficulties. The District shall determine the form, content, and timing of the program.</p> <p>The District shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.</p>
LIMITATION	<p>The District may implement an accelerated reading instruction program only if the Commissioner certifies that funds have been appropriated during a school year for administering the program.</p> <p><i>Education Code 28.006(f), (g), (g-1), (k)</i></p>
INTENSIVE PROGRAM OF INSTRUCTION	<p>The District shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument.</p>
STATE ASSESSMENTS	<p>The program shall be designed to:</p> <ol style="list-style-type: none">1. Enable the student to:<ol style="list-style-type: none">a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; orb. Attain a standard of annual growth specified by the District and reported by the District to TEA; and2. If applicable, carry out the purposes of Education Code 28.0211.
GRADUATION REQUIREMENTS	<p>The District shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.</p>
NO CAUSE OF ACTION	<p>The District's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.</p> <p><i>Education Code 28.0213</i></p>

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LOCAL)

Students at all grade levels who have been identified as being at risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-administered assessment instrument, shall be provided accelerated and/or compensatory educational services based on needs assessment. The principal shall ensure that each identified student is receiving services.

The services provided each student shall be consistent with the goals and strategies established in the District and campus improvement plans and shall be reviewed for effectiveness at the close of each grading period. Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child's progress toward educational goals.

Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.

[See policies at EHBC, EHBD, EIE, and FB]

APPENDIX D

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. For provisions regarding bullying, see FFI.

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

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

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sex-

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

ual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

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

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

BY OTHERS

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

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

EXAMPLES

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

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DATING VIOLENCE	<p>Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.</p> <p>Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none">1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or3. Otherwise adversely affects the student's educational opportunities.
RETALIATION	<p>The District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.</p> <p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.</p>
EXAMPLES	<p>Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Alternatively, a student may report prohibited conduct directly to one of the District officials below:

DEFINITION OF
DISTRICT
OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Dr. Jan Hungate

Position: Assistant Superintendent

Address: 801 N. Reagan Street, West, TX 76691

Telephone: (254) 826-7500

SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the Section 504 coordinator. The District designates the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dr. Jan Hungate

Position: Assistant Superintendent

Address: 801 N. Reagan Street, West, TX 76691

Telephone: (254) 826-7500

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

NOTICE OF REPORT	Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	<p>The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.</p> <p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p> <p>If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.</p> <p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>
DISTRICT ACTION	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.</p>
CONFIDENTIALITY	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
APPEAL	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>
RECORDS RETENTION	<p>Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).</p>
ACCESS TO POLICY	<p>Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.</p>

APPENDIX E

West Independent School District Plan for Addressing Sexual Abuse of Children

as Required by HB 1041

Plan Contents:

- I. Methods for increasing awareness regarding sexual abuse of children for
 - A. Teachers
 - B. Students
 - C. Parents
- II. Likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the agency under Section 38.004
- III. Actions that a child who is a victim of sexual abuse should take to obtain assistance
- IV. Available counseling options for students affected by sexual abuse



I.A. Methods for increasing awareness regarding sexual abuse of children for teachers:

Teachers will be trained annually in all content areas addressed in the *West ISD Plan for Addressing Sexual Abuse of Children*. Training may be provided through campus staff, district staff, or outside agencies as appropriate at the discretion campus administration. Training will include contents of the adopted board policy FFG (LEGAL) and pertinent FFG exhibits.

I.B. Methods for increasing awareness regarding sexual abuse of children for students:

District counseling staff will address issues to increase awareness regarding sexual abuse of children and antivictimization programs with age appropriate conversations and materials no less than once each semester in classroom group lessons in grades Pre-K through 8. Awareness regarding sexual abuse of children will be addressed with students in grades 9-12 through health and PE classes no less than once per year.

I.C. Methods for increasing awareness regarding sexual abuse of children for parents:

Information concerning the district Plan for Addressing Sexual Abuse of Children will be posted in school newsletters, email blasts, and will be announced at WISD PTO meetings. The following information will be included in the *WISD Parent Student Handbook* which is made available both in printed format and online at the district website:

The district has established a plan for addressing child sexual abuse, which may be accessed at <http://westisd.net/forms/ChildSexualAbuse.pdf>. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

You are responsible for your child's safety

If you permit your child to be in a situation where he or she may be injured, then you may be prosecuted for child abuse. The fact that the abuser is a parent or other family member does not remove your obligation to protect the child.

If you are frightened for your own safety or that of your child, call 911 or 1-800-252-5400.

You are legally responsible for the care of your child. You must provide your child with safe and adequate food, clothing, shelter, protection, medical care and supervision, or else you must arrange for someone else to provide these things. Failure to do so may be considered neglect.

II. Likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the agency under Section 38.004

§ 38.004. CHILD ABUSE REPORTING AND PROGRAMS. (a) The agency shall develop a policy governing the child abuse reports required by Chapter 261, Family Code, of school districts and their employees. The policy must provide for cooperation with law enforcement child abuse investigations without the consent of the child's parents if necessary, including investigations by the Department of Protective and Regulatory Services. Each school district shall adopt the policy.(b) Each school district shall provide child abuse antivictimization programs in elementary and secondary schools. Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Texas Education Agency resources under this section can be found at the following links:
<http://www.tea.state.tx.us/index.aspx?id=2820> and <http://www.childwelfare.gov/preventing>

Possible Psychological and Behavioral Signs of Sexual Child Abuse:

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability, or anger
- Low self-esteem, guilt, shame
- Avoidance of people or places
- Sexual advances or "touching" inappropriately
- Sexual drawings
- Changes in socialization (social withdrawal or social isolation)

Possible Physical Symptoms

- Pregnancy
- Venereal Disease
- Trauma to the mouth or genitals
- Rectal bleeding
- Pain around the genital area
- Poor appetite
- Weight loss or weight gain

Warning Signs in Children and Adolescents of Possible Child Sexual Abuse

Any one sign doesn't mean that a child was sexually abused, but the presence of several suggests that you begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as:

- During a divorce
- Death of a family member or pet
- Problems at school or with friends
- Other anxiety-inducing or traumatic events

Behavior you may see in a child or adolescent

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
 - Refuses to eat
 - Loses or drastically increases appetite
 - Has trouble swallowing.
- Sudden mood swings: rage, fear, insecurity or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images
- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys or other gifts without reason
- Thinks of self or body as repulsive, dirty or bad
- Exhibits adult-like sexual behaviors, language and knowledge

Signs more typical of younger children

- An older child behaving like a younger child (such as bed-wetting or thumb sucking)
- Has new words for private body parts
- Resists removing clothes when appropriate times (bath, bed, toileting, diapering)
- Asks other children to behave sexually or play sexual games
- Mimics adult-like sexual behaviors with toys or stuffed animal
- Wetting and soiling accidents unrelated to toilet training

Signs more typical in adolescents

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Physical warning signs

Physical signs of sexual abuse are rare. If you see these signs, bring your child to a doctor. Your doctor can help you understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharges in genitals, anus or mouth
- Persistent or recurring pain during urination and bowel movements
- Wetting and soiling accidents unrelated to toilet training

Suspect physical abuse when you see...

- Frequent injuries such as bruises, cuts, black eyes or burns, especially when the child cannot adequately explain their causes
- Burns or bruises in an unusual pattern that may indicate the use of an instrument or a human bite; cigarette burns on any part of the body
- Frequent complaints of pain without obvious injury
- Aggressive, disruptive and destructive behavior
- Lack of reaction to pain
- Passive, withdrawn, emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after the child has not been seen for several days
- Unseasonable clothes that may hide injuries to arms or legs

Suspect neglect when you see...

- Obvious malnourishment
- Lack of personal cleanliness
- Torn and/or dirty clothes
- Obvious fatigue and listlessness
- A child unattended for long periods of time
- Need for glasses, dental care or other medical attention
- Stealing or begging for food
- Frequent absence or tardiness from school
-

III. Actions that a child who is a victim of sexual abuse should take to obtain assistance

In student awareness sessions concerning sexual abuse issues referenced in section I.B. of this plan, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or have been in situations which make them feel uncomfortable in any way. Adults will be trained as addressed in section I. C. of this plan to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crises hotline numbers to obtain assistance.

IV. Available counseling options for students affected by sexual abuse

Advocacy Center for Crime Victims & Children <http://www.advocacyentr.org>



The Children's Advocacy Center is a centralized clearing house for investigation of suspected sexual and physical abuse. CAC provides a safe nurturing place for children to tell their stories.

The Victims Center responds immediately to survivors of violence through hotline advocacy and therapeutic services. While seventy percent of those served by the program are affected by sexual assault, the agency works with all victims of all crimes.

Local Crisis Hotline 254-752-7233
Toll-Free 1-888-867-7233

Advocacy Center for Crime Victims and Children
David Davis, Executive Director
2323 Columbus Avenue
Waco, TX 76701
Phone (254) 752-9330, ext. 112
Fax (254) 752-9655
ddavis@advocacyentr.org

The Victims Center offers free brief therapy (8-10 sessions) for primary & secondary victims of crime beginning at age 3 as well as group & family therapy. Each client is assigned a case manager to assist them in assessing needs & finding resources in the community. Additionally, we offer a 24 hour crisis hotline and a SANE program for victims who need to be examined at the hospital following a sexual assault.

The Children's Advocacy Center offers forensic interviews & on-site medical exams for children who have alleged abuse or abuse is suspected. The CAC & clinical staff work with various agencies through a multi-disciplinary team approach.

Also select the program below for more information:

County	Program	Service Provider	Service Provider Phone
	http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/About_Prevention_and_Early_Intervention/programs.asp		
MCLENNAN	<u>Community Youth Development</u>	CENTRAL TEXAS YOUTH SERVICES - OPTION HO	(254) 939-3466
MCLENNAN	<u>Services to At-Risk Youth</u>	CENTRAL TEXAS YOUTH SERVICES BUREAU	(800) 421-8336

When You Suspect Child Abuse or Neglect: A General Guide

We all have the responsibility to protect our children from harm. If you suspect the abuse or neglect of a child, it is your duty to report it immediately.

Anyone having cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect **MUST** report the case immediately to a state or local law enforcement agency or the Texas Department of Family and Protective Services (DFPS).

DFPS has a toll-free, 24-hour Family Violence Hotline: 1-800-252-5400

Your legal obligation

Current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours. Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to \$2,000 (Texas Family Code, Chapter 261).

Reporting suspected child abuse to your principal, school counselor or superintendent will **NOT** satisfy your obligation under this law. Local school district policy cannot conflict with or supercede the state law requiring you to report child abuse to a law enforcement agency or DFPS.

Your legal Protection

Your report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in "good faith" and "without malice."

In good faith means that the person making the report took reasonable steps to learn facts that were readily available and at hand. Without malice means that the person did not intend to injure or violate the rights of another person. Provided these two conditions are met, you will also be

immune from liability if you are asked to participate in any judicial proceedings that might result from your report.

If you suspect abuse:

- DON'T try to investigate
- DON'T confront the abuser
- DO report your reasonable suspicions

It is not up to you to determine whether your suspicions are true. A trained investigator will evaluate the child's situation. Even if your report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child.

The following indications don't by themselves necessarily indicate abuse. You might talk to the child a little to see if there is a simple or innocent explanation for what you have observed.

A disclosure

If you are the first person the child tells about sexual abuse, your testimony as "outry witness" may be especially important in future legal proceedings. What you say the child told you is not considered hearsay but is admissible evidence in a trial involving a sexual offense against a child. This exception applies only to the first person the child approaches.

APPENDIX F

NO CHILD LEFT BEHIND

Performance Goals and Performance Indicators

Performance Goal 1: All students will reach high standards, at a minimum Maintaining proficiency or better in reading and mathematics by 2013-2014.

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 **Performance indicator:** The percentage of limited-English-proficient students determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(c) and (d).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX G

West Independent School District Ten Components Title I Schoolwide Program

1. Comprehensive Needs Assessment of the entire school (including all program areas).
2. Reform strategies that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers.
4. Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff who work for the student improvement.
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
8. Steps to include teachers in the decisions regarding the use of assessments.
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State and local services and programs, such as violence prevention programs, nutrition programs, adult education, vocational and technical education, and job training.

APPENDIX H

2009-10 West ISD Recruitment and Retention Plan (Teacher Quality Plan)

Goal #1	Highly Qualified Staff: All students will continue to be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
Performance Measures	<ol style="list-style-type: none"> 1. 100% of core area teachers will be highly qualified 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers will remain 100%. 5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%. 6. NCLB Indicator 3.3: The percentage of instructional aides who are highly qualified will be 100% by the end of the school year. 				
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations.				
Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
<ol style="list-style-type: none"> 1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage. 2. Provide support to new teachers in order to retain highly qualified staff. 3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status. 4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TEXES testing in order to assure all staff is highly qualified. 	<p>All Staff Members</p> <p>All Teachers</p> <p>All Teachers</p>	<p>Dr. Crawford</p> <p>Dr. Hungate</p> <p>ESC 12 Personnel Cooperative</p> <p>Ben Saage, RBEC</p> <p>Campus Principals</p>	<p>Local Funds Title II, A</p> <p>Local Funds Title II, A</p> <p>Local Funds Title II, A</p>	<p>Number of positions posted</p> <p>Number of applications completed</p> <p>Number of visits on the web page counter</p> <p>Activity Journals</p> <p>Personnel files</p> <p>Professional Development records</p> <p>Teacher evaluations of workshops</p> <p>Number of teachers in Alternative Certification Programs such as teachtexas ESC12</p> <p>Professional Development records</p>	<p>Ongoing</p> <p>May. 24, 2009</p> <p>Aug. 1, 2009</p> <p>Sept. 1, 2009</p>

Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Paraprofessionals	Dr. Hungate Campus Principals Ben Saage, RBEC	Local Funds Title II, A	Personnel files Professional Development records	June. 1, 2009
6. Encourage all teachers to attain ESL/GT certification.	All teachers	Dr. Hungate Campus Principals	Local Funds Title II, A	Staff Development records Registration forms Personnel files	June. 1, 2009
7. Present annual Highly Qualified Report to Board of Trustees	West Board of Trustees	Dr. Crawford Dr. Hungate	N/A	Board agenda and minutes	November, 2008