

Westhoff Independent School District
2025-2026 District Improvement Plan



Mission Statement

The mission of Westhoff ISD is to promote student academic achievement and preparation for student success, to foster educational excellence, and ensure equal access by providing supplemental assistance to all Westhoff ISD students.

Goals and Objectives

- Our students will be responsible, respectable, trustworthy, and self-disciplined citizens who will be actively engaged in their community.
- Our students will listen and read critically, speak and write articulately, communicate using advanced technologies, and adapt their communication style appropriately.
- Our students will provide a variety of academic and co-curricular activities that promote well-rounded, career-minded personalities.
- Our students will become problem solvers by collaborative, creative, and innovative critical thinking skills.
- Our students will become confident, goal-driven individuals, who will continue to challenge themselves to grow and learn.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- *District goals*
- *Reading and math goals for PreK-3*
- *Performance objectives with summative review (prior year)*
- *District Improvement Plan (current and prior years)*
- *Planning and decision-making meeting data*
- *State and federal planning requirements*

Accountability Data

- *Texas Academic Performance Report (TAPR)*
- *Student Achievement Domain*
- *Student Progress Domain*
- *Closing the Gaps Domain*
- *Effective Schools Framework Data*
- *Comprehensive, Targeted, and/or Additional Targeted Support Identification Data*
- *Accountability Distinction Designations*
- *Federal Report Card and Accountability Data*
- *RDA Data*
- *Local Accountability Systems (LAS) Data*

Student Data

- *Assessments State and federally required assessment information*
- *STAAR current and longitudinal results, including all versions*
- *Texas English Language Proficiency Assessment System (TELPAS)*
- *Texas Primary Reading Inventory (TPRI), or other alternate early reading assessment*
- *Indicators of Progress (ISIP) reading assessment data for Grades PK-2*
- *Texas approved PreK - 2nd grade assessment data*
- *State-developed online interim assessments*
- *Grades that measure student performance based on the TEKS*

Student Data: Student Groups

- *Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups*
- *Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group*
- *Economically disadvantaged / Non-economically disadvantaged performance and participation data*
- *Male / female performance, progress, and participation data*
- *Special education/non-special education population including discipline, progress and participation data*
- *Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data*
- *At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data*
- *Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and*

accommodation needs, race, ethnicity, gender etc.

- *Section 504 data*
- *Homeless data*
- *Gifted and Talented data*
- *Dyslexia data*
- *Response to Intervention (RtI) student achievement data*

Student Data: Behavior and Other Indicators

- Completion rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals and Strategies

Goal 1: Westhoff ISD will meet or exceed all State and Federal Standards for Academic Excellence

Objective 1: Students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence.

| Strategy | Responsible Staff | Timeline | Resources | Evaluations or Results |
|--|---|---------------|----------------------------|---|
| 1. All faculty and staff actively engaged in ELPs strategies in all content areas | ESL/Bilingual Staff Educational Staff Principal District Coordinator | Ongoing | Title III, State, Local | TTESS Walk-throughs Assessment Data Student Grades Progress Monitoring State Assessments |
| 2. Grades K-8 will continue math and reading RTI plans across the campus. Increased time for individualized interventions will be planned in daily schedules. | Administration District Coordinator | Ongoing | Title I, State, Local | Progress Monitoring Data Student Grades State Assessments |
| 3. WISD will increase the use of parallel teacher/aide inclusion models with special education and general education teachers in core K-8 classrooms. Teaching strategies will be adjusted for all learning methods, in-class and virtual. | Administration District Coordinator | Fall Semester | IDEA-B, State, Local | State Assessments |
| 4. WISD teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. Small group strategies will be adapted for virtual learners. | Principal District Coordinator | Ongoing | State, Local | Increased Student Achievement Content Mastery |
| 5. WISD teachers will incorporate writing strategies in all content areas K-8. | Administration District Coordinator | Ongoing | State, Local | Increased Student Achievement in Writing - All Grade Levels |
| 6. WISD teachers will monitor progress of oral reading fluency for each student in grades K-4 utilizing district RTI programs and resources. | Administration District Coordinator | Ongoing | Title I, State, Local | Increased Oral Reading Fluency and Reading Proficiencies |

Goals and Strategies

Goal 1: Westhoff ISD will meet or exceed all State and Federal Standards for Academic Excellence

Objective 1: Students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence.

| Strategy | Responsible Staff | Timeline | Resources | Evaluations or Results |
|--|--|----------|--------------------|--|
| 7. WISD teachers will close gaps in foundation literacy skills by supplementing with a phonics program (Bluebonnet) and increase time spent in hands-on activities in phonics, phonemic awareness, spelling, and fluency in grades K-5. | Administration District Coordinator | Ongoing | LASO | Increased Mastery in Phonics, Reading Fluency, Spelling, Reading and Writing Proficiencies |
| 8. WISD teachers will teach all the TEKS to mastery to close the gaps in Social Studies, Science, English, and Math skills by supplementing with additional sources as needed and increase time spent in small group instruction activities in grades K-9. | Administration District Coordinator | Ongoing | LASO, State, Local | Increased Mastery of Math, English, Science, and Social Studies, while increasing Reading Fluency, Spelling, Reading and Writing Proficiencies |

Goals and Strategies

Goal 1: Westhoff ISD will meet or exceed all State and Federal Standards for Academic Excellence

Objective 2: Instructional staff will enhance the instructional effectiveness and student achievement by providing ongoing, data-driven professional development opportunities that build staff capacity to meet the diverse academic and social-emotional needs of all learners.

| Strategy | Responsible Staff | Timeline | Resources | Evaluations or Results |
|--|--------------------------------|----------|-----------|--|
| 1. Westhoff ISD will provide high quality, job-embedded professional development aligned with district and campus goals. | Superintendent Principal | Ongoing | LASO | TTESS Walk-throughs Assessment Data Student Grades Progress Monitoring State Assessments PLC |
| 2. Westhoff ISD will strengthen professional learning communities to promote collaboration, data analysis, and instructional reflection. | ESC 3 Specialists Principal | Ongoing | LASO | PLC Professional Development Collaborative Meetings |

Goals and Strategies

Goal 1: Westhoff ISD will meet or exceed all State and Federal Standards for Academic Excellence

Objective 3: WISD will promote college and career readiness to assist students in developing knowledge, skills, and competencies necessary for a broad range of career opportunities.

| Strategy | Responsible Staff | Timeline | Resources | Evaluations or Results |
|--|------------------------|----------|--------------|---------------------------------------|
| 1. Westhoff ISD will provide high quality, job-embedded professional development aligned with district and campus goals. | Instructional Staff | Ongoing | State, Local | Student Grades Progress Monitoring |
| 2. WISD will promote college and career days. | Counselor Principal | Ongoing | State, Local | Events and trip attendance |

Goals and Strategies

Goal 2: Westhoff ISD will have a safe and orderly environment that promotes and enhances student learning.

| Strategy | Responsible Staff | Timeline | Resources | Evaluations or Results |
|--|--|----------|--------------|---|
| 1. Ensure all safety drills occur within the district, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements or recommendations. | DeWitt County Sheriff's Department District Safety/Security Team Technology | Ongoing | State, Local | -Implement Standard Response Protocols to create safe and orderly environment in critical situations -Aligned training for staff and learners at WISD -Safety of learners and staff in WISD -Communication to all stakeholders about the safety and practices of WISD -Continued implementation of doors sweeps on campuses and districts buildings at least weekly during instructional days |
| 2. Partner with state and local law enforcement agencies to implement school safety trainings for all district staff members | DeWitt County Sheriff's Department District Safety/Security Team Technology | Ongoing | State, Local | Increase staff knowledge and awareness of school safety |
| 3. WISD does not tolerate dating violence. Any student who has experienced dating violence or believes another student has experienced dating violence should immediately report to a teacher, principal, district coordinator, superintendent, or any other district employee | DeWitt County Sheriff's Department District Administrators Teachers Instructional Aides | Ongoing | State, Local | Instruction to 7th and 8th grade students (with parent approval) |

Goals and Strategies

Goal 2: Westhoff ISD will have a safe and orderly environment that promotes and enhances student learning.

| Strategy | Responsible Staff | Timeline | Resources | Evaluations or Results |
|---|--|----------------|------------------------|---|
| <p>or any police officer, or sheriff deputy. Any school employee who has direct or indirect knowledge shall notify a district official and law officer. Parents shall be notified immediately. Students are made aware of the process of filing charges and given referrals for safety and mental health. Programs that address harassment and dating violence through school officials and community partners.</p> | | | | |
| <p>4. WISD will foster a culture of respect and belonging through character education, mental health awareness, and anti-bullying initiatives</p> | <p>Staff Principal Counselor</p> | <p>Ongoing</p> | <p>State Local</p> | <p>Office/Discipline Referrals Parent Communication</p> |

Westhoff Independent School District

244 Lynch Ave
Westhoff, TX. 77994

2025-2026

Parent & Family Engagement (PFE) Policy

What is it?

Westhoff ISD is committed to our vision: *Where Kids Come First*. Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.

Expectations & Objectives:

Parents and families are a child’s first teachers. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:

- Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.
- If a child’s parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption.
- Learning together leads to better school and home life.
- Being a life-long learner can prevent some health issues that often occur later in life.

Westhoff ISD will:

- Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans.
- Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators.
- Distribute the PFE Policy, this document, to parents and the communities by:
 - Posting it on our district website, and keeping it up to date
 - Distributing printed copies to all the local churches, restaurants, and other businesses
 - Sending a printed copy home with every student
 - Distributing printed copies and QR codes to the electronic version at all the school's annual meetings
- Have a representative at every school's annual Title I meeting
- Have a representative at every school PFE event
- Per request, provide the qualifications of a child's teacher
- Conduct evaluations of every PFE event at each school, collect that data, and give a report to the Parent Advisory Board
- Assist schools in the evaluation and revision of their PFE policy and school-parent compact
- Evaluate the District Parent and Family Policy throughout the year and revise it as needed
- Provide training to every district employee on the most effective PFE strategies
- Provide the following trainings to parents on how to navigate the school system:
 - Campus planning meetings for reviewing policy
 - Compact and the campus improvement plan
 - Parent training session dates,
 - Materials for at home learning

School-Parent CompactThe School's Responsibilities:

- Provide high-quality curriculum and instruction focused on differentiation for the growth of every student
- A supportive and effective learning environment where parents, guardians, and families feel welcome, supported and valued
- Multiple opportunities for parents, guardians, and families to participate in the decisions regarding the education and use of extracurricular time for their children
- Hold an open mindset
- Be team oriented

The Parents' and Guardians' Responsibilities:

- Support their child's learning at home through dialog, homework, and setting a positive example
- Volunteering in the school and classroom when able
- Participate in parent meetings where decisions regarding the education and use of extracurricular time will be discussed
- Participate in parent meetings, trainings, and activities when able
- Hold an open mindset
- Be team oriented

The Student's Responsibilities:

- Be open and honest when needing help regarding learning
- Act appropriately and do not disrupt the learning environment
- Strive to grow
- Hold a growth mindset
- Be team oriented

On-Going Communication:

- Parent-Teacher Conferences
- Parent meetings, trainings, and activities offered at different times on different days
- Progress reports
- Report cards
- Phone calls
- Methods of communication include: email, parent alert system, phone, website, social media

Translation of this policy can be made by contacting the school by phone or email.

La traducción de esta política se puede realizar contactando a la escuela por teléfono o correo electrónico.

LEA Title I, Part A Reservation for Services to Students Experiencing Homelessness

LEA Name & County-District Number: **Westhoff ISD 062905**

Estimated # of Homeless Students: **5** Estimated Per Pupil Reserved: \$ **120.00**

| Recommended* Class/Object Code | Activity/Strategy | Estimated Amount | Other Fund Sources the LEA has researched to meet the needs of Students experiencing homelessness |
|--|---|------------------|---|
| 6100 | • Salary for LEA's Homeless liaison | \$ - | Utilize Region 3 as McKinney Vento Liaison |
| | Homeless Reservation subtotal for 6100 | \$ - | |
| 6200 | • Medical and dental services; | \$ - | Free Clinic in Cuero |
| | • Birth certificates necessary to enroll in school; | \$ - | PTC |
| | • Eyeglasses and hearing aids; | \$ - | Lion's Club |
| | • Immunizations; | | Free Clinic in Cuero |
| | • Counseling services to address anxiety related to homelessness that is impeding learning; | | Utilize Region 3 as McKinney Vento Liaison |
| | • Outreach services to students living in shelters, motels, and other temporary residences; | \$ - | Red Cross |
| | • Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions; | \$ - | Local churches |
| | • Tutoring services, especially in shelters or other locations where homeless students live; | \$ - | Tristina Mills |
| • Student fees that are necessary to participate in the general education program; | \$ - | PTC | |
| Homeless Reservation subtotal for 6200 | \$ - | | |
| 6300 | • Items of clothing, particularly if necessary to meet a school's dress or uniform requirement; | \$ - | PTC |
| | • Clothing and shoes necessary to participate in physical education classes; | \$ - | PTC |
| | • Personal school supplies such as backpacks and notebooks; | | PTC |
| Homeless Reservation subtotal for 6300 | \$ - | | |
| 6400 | • Food; | \$ - | Food bank |
| | • Fees for AP and IB testing; | \$ 250.00 | |
| | • Fees for college entrance exams such as SAT or ACT; and | \$ 250.00 | |
| | • GED testing for school-age students. | \$ 100.00 | |
| Homeless Reservation subtotal for 6400 | \$ 600.00 | | |
| Total Amount Reserved for Title I, Part A Services to Students Experiencing Homelessness: | | \$ 600.00 | |

*Some items may fit under different class/object codes, depending on how the LEA categorizes the item. The LEA should follow its local policy for consistency.

**13 Statutorily Required Descriptions for Title I, Part A Program
Included the District Improvement Plan**

| | | |
|---|--|-------------|
| 1 | <p>How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—</p> <ol style="list-style-type: none"> 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; | Pages 4 & 5 |
| 2 | <p>How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; [Section 1112(b)(2)]</p> | Page 5 |
| 3 | <p><i>Applies to Title I, Part A LEAs with schools identified for school improvement under Section 1111(d)(1) and (2)</i></p> <p>How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)]</p> | N/A |
| 4 | <p>The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)]</p> | Pages 2 & 3 |
| 5 | <p>The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)]</p> | N/A |
| 6 | <p>The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)]</p> <p>This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.</p> | Page 9 |
| 7 | <p>The strategy the LEA will use to implement effective parent and family engagement under Section 1116. [Section 1112(b)(7)]</p> <p>Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.</p> | Pages 7 & 8 |
| 8 | <p><i>Applies to Title I, Part A LEAs reserving Title I, Part A funds for preschool programs</i></p> <p>If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)]</p> | N/A |
| 9 | <p><i>Applies to Title I, Part A LEAs with at least 1 Targeted Assistance Campus</i></p> <p>How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)]</p> | N/A |

| | | |
|----|---|-------------|
| 10 | <p>Applies to Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools)</p> <p>How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] —</p> <p>1) coordination with institutions of higher education, employers, and other local partners; and</p> <p>2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;</p> | N/A |
| 11 | <p>How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [Section 1112(b)(11)]</p> | Pages 6 & 7 |
| 12 | <p>Applies to all Title I, Part A LEAs operating Career and Technical Education programs</p> <p>If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]-</p> <p>1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</p> <p>2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and interaction with industry professionals and, if appropriate, academic credit; and</p> | Page 6 |
| 13 | <p>Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] —</p> <p>1) Assist schools in identifying and serving gifted and talented students; and</p> <p>2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</p> | Pages 4 & 5 |