

## Agenda of District Site Based Committee

### The Board of Trustees Westwood Independent School District

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A District Site Based Committee of the Board of Trustees of Westwood Independent School District will be held April 2, 2025, beginning at 4:15 PM in the Westwood Middle School 1801 Panther Blvd. Palestine, TX. 75803.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. **Welcome and Introductions**

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Westwood ISD



District Site-Based Committee Meeting Agenda

Date: April 2, 2025

Time: 4:15 - 5:15 p.m.

Location: Westwood Middle School - PLC Room  
1801 Panther Blvd., Palestine, TX 75803

Welcome and Introductions

Purpose of District Site-Based Committee Meetings

- Monitoring the progress of the District Improvement Plan throughout the school year
- Revision of plan, if necessary based on new needs
- Assessing needs throughout the year
- Providing input and opportunities to improve programs throughout the school year

Federal Programs Required Review

School Parent Compacts Review - Primary / Elementary

District Parent and Family Engagement Policy Review

- [24-25 District PFE Policy](#)

Formative Review #3 - March

[2024-2025 District Improvement Plan](#)  
[January Formative Review with Notes](#)

Comprehensive Needs Assessment and 2025-2026 DIP

- [CNA Draft Questions to Consider for CNA](#)
- [Goal-Performance Objective-Strategies Draft](#)
- [25-26 Title I Program Plan Draft](#)
- [25-26 Title II Program Plan Draft](#)
- [25-26 Title IV Program Plan Draft](#)

Future Business

- Next meeting April 23, 2025

2. **Purpose of District Site-Based Committee Meetings**
  - **Monitoring the progress of the District Improvement Plan throughout the school year**
  - **Revision of plan, if necessary based on new needs**
  - **Assessing needs throughout the year**
  - **Providing input and opportunities to improve programs throughout the school year**
3. **Federal Programs Required Review**
4. **School Parent Compacts Review - Primary / Elementary**
5. **District Parent and Family Engagement Policy Review**

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## Westwood ISD Parent and Family Engagement Policy 2024-2025

All school districts receiving Federal Title I, Pat A funds are required under Section 1116 of the Every Students Succeeds Act (ESSA) to jointly develop a written parent and family engagement policy in which the district explains how it will support the important role of families in the education of their children and the action steps the district will take to facilitate family support in promoting the academic success of students.

***At Westwood ISD, we believe parental involvement is welcome and parents are encouraged to have a voice.*** Parents are integral partners with school personnel in the education of their children. Westwood ISD will provide opportunities to get involved through ongoing parent conferences including Math and Reading evening events, ESL family events, school health council involvement, and other opportunities. Parents and families with children attending campuses with Title I programs and district personnel will meet at least once a year to review and revise the district and campus family engagement policies. Such meetings will be scheduled at convenient times and locations to support active participation in the comprehensive review of the policies and family engagement programs. Families will be informed about the meeting through multiple communication methods including ParentSquare and social media.

Westwood ISD will provide coordination, technical assistance, and support through meetings with campuses to discuss effective family engagement activities that target the specific needs of student academic achievement at that grade level. District personnel will meet with campuses quarterly to discuss needs and adapt plans for engagement to target academic and social success.

Westwood ISD is committed to building trust and partnerships with families participating in Title I programs to better understand the state's academic content standards, TEKS (Texas Essential Knowledge and Skills), and state and local academic assessments (e.g. Renaissance, iReady, MAP, TTAP, STAAR, TELPAS). The Title I program requires the monitoring of a student's progress to develop the whole learner. School-Family events, parent-teacher conferences, and written and electronic communication (i.e. Skyward and ParentSquare) may be used to serve this purpose.

Westwood ISD campuses with Title I programs will provide materials and targeted training as needed in order to empower families to support their children at home to improve overall achievement. A variety of programs and materials will be offered for parents/guardians based on the identified needs of each campus.

Westwood ISD campuses will hold annual meetings for parents and families who have children on campuses with Title I programs.

- Two meetings will be held in the first semester with families to inform them about Title I elements and requirements as well as planned family engagement activities.
- Westwood ISD campuses with Title I programs will involve community organizations in family engagement activities when possible and will participate in programs that will benefit families and students.



## Westwood ISD Parent and Family Engagement Policy 2024-2025

Westwood ISD campuses with Title I programs will offer family meetings, family events, and conferences at different times during the day to accommodate the needs of families. Families will be informed through multiple communication methods and in a language they can understand.

Title I, Part A funds are allocated when possible for campus-approved family engagement activities. Such activities could include parent engagement events and parent training.

Westwood ISD will support family engagement activities to develop and maintain high expectations for all students to become effective communicators, collaborative leaders, respectful and engaged citizens, innovative problem solvers, and life-long learners.

- Families are encouraged to participate through volunteer programs at school and create a supportive home atmosphere that promotes the profile of a learner.
- Each school will provide family engagement activities designed to meet the unique needs of the students, families, and community.
- The annual evaluation data will be used to plan effective programs. This will aid in the building of relations-driven, results-focused, intentional, and personalized student-owned activities.

Westwood ISD will conduct an annual evaluation survey to identify strengths and growth opportunities for the procedures in place. The survey results will be used to assist in the campus planning process, including the development of the Campus Improvement Plans and Campus Needs Assessment.

Families will have the opportunity to participate and collaborate in the Title I programs, Family Engagement Policies, and campus-specific Family-School Compacts. One meeting will be held annually to revise this policy.

All family and community members are always welcome in our schools to collaborate with our campuses to make every student in our district a successful learner. Westwood ISD will provide appropriate family participation opportunities for regular meetings, course sessions, and workshops to ensure every student succeeds.

**Site-based Decision-Making Committee:** Site-based decision-making is a process for decentralized decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess the educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement. Westwood ISD parents and community members are encouraged to serve on this committee.

*This Parent and Family Engagement Policy was developed jointly with and agreed upon by parents of children participating on campuses with Title I, Part A programs. The school district will distribute this policy to all parents/guardians of children participating on campuses with*



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  - **24-25 District PFE Policy**
7. **Formative Review #3 - March**
8. **2024-2025 District Improvement Plan**

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# Westwood Independent School District

## District Improvement Plan

### 2024-2025



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**Board Approval Date:** June 10, 2024  
**Public Presentation Date:** May 13, 2024

# Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

## Vision

Westwood ISD...Where Panthers excel today and lead tomorrow.

## Core Beliefs

### At WISD, we believe:

- In academic excellence for all students
- In developing leaders at all levels
- Every person is a leader - they lead from where they are
- Our students want to excel and have pride in accomplishments
- Pride and tradition are foundational to our success
- Students have a place to belong
- Parental involvement is welcome and parents are encouraged to have a voice
- Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
- In being the best
- We are all a part of the Panther family

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westwood ISD located in Palestine, Texas has 1,414 students according to the 2022-2023 TAPR . The ethnic distribution of students includes the following: 21.1% African American (298 students), 26.2% Hispanic (381 students), 45.8% White (647 students), 0.7% American Indian (10 students), 0.4% Asian (5 students), and 5.1% as two or more races (75 students.) Of the students enrolled, 48.5% (686 students) are female and 51.5% (728 students) are male.

Based upon the 2022-2023 TAPR, eleven students identified as “homeless” were enrolled in the District. 0.8% of students (11) were identified “immigrant,” 0.2% of students (3) were identified as “migrant,” 74% of students, 0.4% of students (6) were identified as “military connected,” and 51.4% (727) were identified as “at risk.” 74.5% of students (1,053) were identified as “economically disadvantaged,” 25.5% of students (361) were “non-educationally disadvantaged, 8% of students (113) were served under Section 504, 7.5% of students (106) were identified as Emerging Bilingual/English Learners, 1.9% of students (29) received disciplinary placements, 5.4% of students (77) were identified as students with dyslexia, and 0.6% of students (8) were in foster care.

Based upon the 2022-2023 TAPR, 7.1% (101 students) received Bilingual/ESL services, 3.8% (54 students) received Gifted and Talented services, and 15.8% (223 students) received Special Education services. Student mobility reported in the 2022-2023 TAPR reflects numbers reported during the 2021-2022 school year. During that time 16.6% (216 students) in the District were mobile. This is a similar percentage to the State percentage (16.8%) during that time. As well, student attrition reported in the 2021-2022 TAPR reflects numbers reported during the 2020-2021 school year. During that time, the attrition rate was 13.7% (128 students) in the District. This is significantly lower than the State average of 18.1%.

There are 106 teachers in the district. According to the 2022-2023 TAPR report 7.9% of teachers are African American, 6.6% of teachers are Hispanic, 83.6% of teachers are white. 25% of teachers are male and 75% of teachers are female. 19.9% of the teachers are beginning teachers which is significantly higher than the state rate of 9.7%

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### Demographics Strengths

#### Demographics Strengths

- Students are ethnically diverse.
- Low drop out rate
- High percentage of graduates
- Through the enrollment procedure, we identify student populations to make staff aware of student needs

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The staff demographics do not mirror student demographics which makes it difficult to meet the needs of all students. **Root Cause:** Across the district, there is inconsistent training and professional support of staff to meet the needs of all students.

**Problem Statement 2:** Gifted and talented program inconsistently implemented across the district. **Root Cause:** Each campus has different procedures for implementing the program instead of the GT program being implemented through districtwide systems.

**Problem Statement 3:** Student tardiness to class negatively impacts learning outcomes. **Root Cause:** Lack of parental awareness to support issues surrounding attendance, truancy, and tardiness.

# Student Achievement

## Student Achievement Summary

STAAR Performance for 2022-2023 indicated

In 2023, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2022, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2023, all grades/ all subjects were at 37% at “meets grade level or above” in Westwood ISD which was a slight decline from 40% in 2022. In 2023, all grades/ all subjects were at 12% at “masters grade level” in Westwood ISD which is a decline from 2022 of 16%.

Even though the STAAR redesign, which included multiple test types, was given in the spring of 2023, student achievement did not decline significantly.

## Student Achievement Strengths

Student Academic Strengths:

- African American, White, Special Education and EB students showed increases for "all grades all subjects".
  - African American students from 56% to 59%
  - White students increased from 75% to 76%
  - Current Special Education Students increased from 37% to 41%
  - Current EB students increased from 51% to 53%
  - The graduation rate for the Class of 2021 increased to 97.8% from 97%.

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## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The district ELAR/Reading scores (68%) were below Region 7 (77%) and the State (77%) in 2023. **Root Cause:** Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

**Problem Statement 2:** 7th grade math scores (32%) were significantly below the region (64%) and state scores (63%) at meets and masters in 2023 **Root Cause:** Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students.

# District Culture and Climate

## District Culture and Climate Summary

To obtain current perceptions impacting student success across the District, a variety of methods have been used, including Thought Exchange, surveys, and qualitative anecdotal feedback. Through the District Site-Based Committee, members have also shared feedback informing perceptions that currently exist across the District among staff, parents, and students.

## District Culture and Climate Strengths

- Data obtained throughout the year through surveys and Thought Exchange indicate that students report feeling safe and cared for at school.
- Discipline data, including DAEP placements, have indicated a decreasing trend in negative student behaviors.
- Students are becoming increasingly workforce ready as indicated in CTE numbers.
- Student involvement and voice in District activities and initiatives is increasing as evidenced by the creation of student Marketing and<sup>4</sup> Communication Interns and junior high and high school student involvement in the Superintendent's Panther Council.
- Intentional morale builders are built into the calendar at the district and campus levels.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1:** Social media has served as a platform for individuals to promote negative comments and complaints rather than highlighting positive occurrences in the District. **Root Cause:** Positive platforms for social media postings and opportunities for students, staff, and community to engage in productive discourse around potentially concerning issues and potential solutions are inconsistent.

**Problem Statement 2:** Teachers feel a lack of support regarding student discipline. **Root Cause:** Campus administration and teacher partnerships in student discipline management is inconsistent across the District.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, and serves as the curricula across the District. Resources adopted by the District are intended as instructional materials to support the teaching of the TEKS and ELPS. Campuses implement time periods daily intended for student intervention and/or enrichment. All campuses and departments have begun or are in the process of refining team/department meetings to collaboratives. Instructional coaches are placed on each campus for the purpose of supporting teachers by modeling best practices. All instructional materials have undergone a review for usage, impact, and potential overlap with other programs currently within the District

Westwood ISD partners with a variety of companies and programs to support optimal student outcomes. Campus counseling services and related assistance is available, along with Pregnancy-Related Services (PRS) for Westwood ISD students. The increase of industry-based certification offerings continues at the high school level. Outside community services include ACCESS and outside counseling, therapists, and psychologists as needed.

## Curriculum, Instruction, and Assessment Strengths

Several comprehensive strengths were identified in regards to instructional programs and processes:

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- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS,
- Campuses implement time periods daily intended for student intervention and/or enrichment.
- Instructional coaches are placed on each campus for the purpose of supporting teachers by modeling best practices.  
All instructional materials have undergone a review for usage, impact, and potential overlap with other programs currently within the District.  
Resources no longer in use or overlap with another initial instructional resource will be discontinued in order to streamline materials with a coherent instructional program.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** While instructional resources are undergoing a streamlining process, not all staff understand how to use the resources optimally. **Root Cause:** Professional development in use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional development cadence.

**Problem Statement 2:** Student literacy continues to decline across the district. **Root Cause:** While best practices in phonics instruction are embedded within the current ELAR

adoption, many students are in need of systemic, cumulative phonics instruction.

**Problem Statement 3:** Inconsistent practices across the District regarding data analysis and developing data-informed instruction. **Root Cause:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

# Demographics

## Demographics Summary

Westwood ISD located in Palestine, Texas has 1,414 students according to the 2022-2023 TAPR . The ethnic distribution of students includes the following: 21.1% African American (298 students), 26.2% Hispanic (381 students), 45.8% White (647 students), 0.7% American Indian (10 students), 0.4% Asian (5 students), and 5.1% as two or more races (75 students.) Of the students enrolled, 48.5% (686 students) are female and 51.5% (728 students) are male.

Based upon the 2022-2023 TAPR, eleven students identified as “homeless” were enrolled in the District. 0.8% of students (11) were identified “immigrant,” 0.2% of students (3) were identified as “migrant,” 74% of students, 0.4% of students (6) were identified as “military connected,” and 51.4% (727) were identified as “at risk.” 74.5% of students (1,053) were identified as “economically disadvantaged,” 25.5% of students (361) were “non-educationally disadvantaged, 8% of students (113) were served under Section 504, 7.5% of students (106) were identified as Emerging Bilingual/English Learners, 1.9% of students (29) received disciplinary placements, 5.4% of students (77) were identified as students with dyslexia, and 0.6% of students (8) were in foster care.

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There are 106 teachers in the district. According to the 2022-2023 TAPR report 7.9% of teachers are African American, 6.6% of teachers are Hispanic, 83.6% of teachers are white. 25% of teachers are male and 75% of teachers are female. 19.9% of the teachers are beginning teachers which is significantly higher than the state rate of 9.7%

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## Demographics Strengths

Several comprehensive strengths were identified in regards to demographics:

- Low drop out rate
- High percentage of graduates
- Implementation of a district wide truancy prevention program
- Through the enrollment procedure, we identify subgroups to make staff aware of student needs
- District has begun a teacher retention process including salary increases and retention bonuses

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students. **Root Cause:** Across

the district, there is inconsistent training and professional support of staff to meet the needs of all students

**Problem Statement 2 (Prioritized):** Gifted and Talented program is inconsistently implemented across the district. **Root Cause:** Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

# Student Learning

## Student Learning Summary

STAAR Performance for 2022-2023 indicated the following:

In 2023, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2022, all grades/ all subjects were at 69% at “approaches or above” in Westwood ISD. In 2023, all grades/ all subjects were at 37% at “meets grade level or above” in Westwood ISD which was a slight decline from 40% in 2022. In 2023, all grades/ all subjects were at 12% at “masters grade level” in Westwood ISD which is a decline from 2022 of 16%.

Even though the STAAR redesign, which included multiple test types, was given in the spring of 2023, student achievement did not decline significantly.

## Student Learning Strengths

Student Academic Strengths:

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## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The district ELAR/Reading scores (68%) were below Region 7 (77%) and the State (77%) in 2023. **Root Cause:** Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

**Problem Statement 2 (Prioritized):** 7th grade math scores (32%) were significantly below the region (64%) and state scores (63%) at meets and masters in 2023. **Root Cause:** Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students.

# District Processes & Programs

## District Processes & Programs Summary

Curriculum & Instruction - WISD continues to focus on the consistent implementation of the district-adopted curriculum with Literacy as the focus for the year. Phonics instruction continues to be a focus as we move into the 2024-25 school year.

Professional learning is imperative to developing and retaining staff. In addition to administrators and teachers, WISD focuses on the development of instructional paraprofessionals as well. The district continually explores pathways to assist paraprofessionals in obtaining their teacher certification. Campus administrators use TTESS data to identify areas of professional learning for teachers. Westwood ISD holds Westwood University each summer to provide staff with an opportunity to engage in professional development that is aligned with the needs of the district. The curriculum department organizes this event; utilizing Westwood staff, Region 7 specialists, and other sources for professional learning covering curriculum and instruction.

Westwood ISD receives federal funding from the Every Student Succeeds Act (ESSA) federal grant to implement federal programs throughout the district. WISD has also received funding from the Rural and Low Income School grant. A brief description of each program and the typical funding amount can be found in the table below.

Federal Grant	Description	Summary of Historical Expenditures	Estimated Funding Amount
<p style="text-align: center;">Title I, Part A Improving Basic Programs</p>	<p>The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Westwood Primary, Elementary and Junior High receive Title I funds and implement a Schoolwide Program on their campus where all students benefit from Title I programming.</p>	<ul style="list-style-type: none"> <li>• Salaries for instructional coaches, specialists, and paraprofessionals</li> <li>• Professional development for teachers and staff</li> <li>• Programs and supplies that supplement the basic program</li> </ul>	<p style="text-align: center;">\$500,000      20</p>
<p style="text-align: center;">Title II, Part A Supporting Effective Instruction</p>	<p>The purpose of Title II is to increase student achievement consistent with the challenging state academic standards, and improve the quality and effectiveness of teachers, principals, and other school leaders.</p>	<ul style="list-style-type: none"> <li>• Stipends for teachers who serve as mentors to new-to-profession teachers</li> <li>• Professional development for teachers, principals, and leadership teams</li> </ul>	<p style="text-align: center;">\$80,000</p>

Federal Grant	Description	Summary of Historical Expenditures	Estimated Funding Amount
<p style="text-align: center;">Title III, Part A</p> <p style="text-align: center;">English Language Acquisition, Language Enhancement, and Academic Achievement</p>	<p>Title III, Part A aims to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. Title III will also assist all English learners meet the same challenging State academic standards that all children are expected to meet.</p>	<p>The district applies as part of a Signed Service Agreement with Region 7 which will provide services to the district including professional development and training to staff to support them in meeting the needs of students served in our English as a Second Language program.</p>	<p>\$9,000</p>
<p style="text-align: center;">Title IV, Part A</p> <p style="text-align: center;">Student Support and Academic Enrichment</p>	<p>The purpose of Title IV is to improve the academic achievement of all students by providing a well-rounded education, improving school conditions for student learning, and improving technology to enhance academic and digital literacy. TEA recommends Title IV, Part A, Subpart 1, federal grant funds be prioritized to implement school safety on campuses, counseling, and mental health programs, addressing ways to integrate health and safety practices into school or athletic programs, disseminating best practices and evaluating program outcomes relating to any LEA activities to promote student safety and violence prevention.</p>	<ul style="list-style-type: none"> <li>• Supplemental resources to support academic achievement and student health and safety</li> </ul>	<p>\$25,000</p> <p style="text-align: right;">21</p>
<p style="text-align: center;">Title V, Part B Subpart 2</p> <p style="text-align: center;">Rural and Low-Income Schools Program</p>	<p>The purpose of the Rural and Low-Income Schools (RLIS) program is to provide financial assistance to rural districts to meet local academic needs. RLIS funds a variety of activities including teacher recruitment and professional development, support for educational technology, parental involvement activities and more.</p>	<ul style="list-style-type: none"> <li>• Professional development for staff</li> <li>• Carryout activities under other Title programs</li> </ul>	<p>\$40,000</p>

The district must continually review federal programming with all stakeholders to maximize funds to target student achievement. The district would benefit from better communication of federal programming.

In addition to the aforementioned federal programs, Westwood ISD partners with a variety of companies and programs to support optimal student outcomes.

The District will partner with Region VII as support to development of a district wide special education program. Outside community services include ACCESS and outside counseling, therapists, and psychologists as needed.

Westwood ISD uses ParentSquare as the main source of communication between the school and parents and guardians. Additionally, emails, phone calls, and parent-teacher conferences are used to communicate with parents. High school student marketing interns assist with communicating positive and important information via social media apps, the school website, and local communication sources such as the Palestine Herald Press. Westwood ISD will grow this marketing program in the 2024-25 school year.

Industry-based certification offerings are reviewed every year by the CTE Director and high school campus. The district continues to see an increase in students obtaining IBCs which has led to increased funding for the CTE program.

Programs of Study: Animal Science, Applied Agriculture Engineering, Business Management, Carpentry, Healthcare Therapeutic, Law Enforcement, Marketing and Sales, Teaching and Training, and Welding

WISD students have many opportunities to be involved with extracurricular opportunities: Agriculture, Robotics, Spanish Club, Athletics, Band, Science Club,

Gifted and Talented Programs: Pull-out and Full-time Inclusion

Campus counseling services and related assistance is available for all WISD students. Pregnancy-Related Services (PRS) are provided to students as needed.

Teletherapy: WISD continues implementation of TCHAT (state-funded teletherapy) in the 2024-2025 school year.

All students in Pre-Kindergarten through 12th grade are provided with a Chromebook.

### **District Processes & Programs Strengths**

Several comprehensive strengths were identified in regards to instructional programs and processes:

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- Westwood ISD uses the TEKS Resource System, which is aligned to the TEKS and ELPS, and serves as the curricula across the District. Resources adopted by the District are intended as instructional materials to support the teaching of the TEKS and ELPS.
- Campuses implement time periods daily intended for student intervention and/or enrichment.
- All campuses and departments have begun or are in the process of refining team/department meetings to collaboratives.
- Instructional coaches are placed on each campus for the purpose of supporting teachers by modeling best practices.
- All instructional materials have undergone a review for usage, impact, and potential overlap with other programs currently within the District.
- Resources no longer in use or overlap with another initial instructional resource will be discontinued in order to streamline materials with a coherent instructional program.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally. **Root Cause:** Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

**Problem Statement 2 (Prioritized):** Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth. **Root Cause:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

# Perceptions

## Perceptions Summary

To obtain current perceptions impacting student success across the District, a variety of methods have been used, including Thought Exchange, surveys, and qualitative anecdotal feedback. Through the District Site-Based Committee, members have also shared feedback informing perceptions that currently exist across the District among staff, parents, and students.

## Perceptions Strengths

Several comprehensive strengths were identified in regards to perceptions:

- Data obtained throughout the year through surveys and Thought Exchange indicate that students report feeling safe and cared for at school.
- Students are becoming increasingly workforce ready as indicated in CTE numbers.
- Student involvement and voice in District activities and initiatives is increasing as evidenced by the creation of student Marketing and Communication Interns and junior high and high school student involvement in the Superintendent's Panther Council.
- Intentional morale builders are built into the calendar at the district and campus levels.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teachers feel a lack of support regarding student discipline. **Root Cause:** Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

**Problem Statement 2 (Prioritized):** Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district. **Root Cause:** Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

# Priority Problem Statements

**Problem Statement 1:** Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students.

**Root Cause 1:** Across the district, there is inconsistent training and professional support of staff to meet the needs of all students

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Gifted and Talented program is inconsistently implemented across the district.

**Root Cause 2:** Across the district, the focus has been more intentionally placed upon supporting struggling students rather than growth among all students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The district ELAR/Reading scores (68%) were below Region 7 (77%) and the State (77%) in 2023.

**Root Cause 3:** Targeted support for teachers and administrators in comprehensive literacy instruction must be implemented consistently, with a focus on how to use their instructional materials to support a comprehensive literacy framework to optimize student learning.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 7th grade math scores (32%) were significantly below the region (64%) and state scores (63%) at meets and masters in 2023

**Root Cause 4:** Initial instruction across grade levels and content areas must be supported with a focus on implementing effective practices relative to the needs of students.

**Problem Statement 4 Areas:** Student Learning

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**Problem Statement 5:** While instructional resources have undergone a streamlining process, not all staff understand how to use the resources optimally.

**Root Cause 5:** Ongoing, sustained professional learning in the use of instructional resources is inconsistent across the district and mostly managed at the campus level, resulting in an inconsistent professional learning cadence and implementation practice.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Inconsistent practices exist across the district regarding data analysis and developing clear, actionable data-informed instruction to support students based upon specific needs for growth.

**Root Cause 6:** Further support in developing collaborative, data-informed instruction is needed in using TEKS and instructional materials when teachers are designing learning.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** Teachers feel a lack of support regarding student discipline.

**Root Cause 7:** Campus administration and teacher partnerships in student discipline management is inconsistent across the district.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Social media has served as a platform for individuals to promote negativity rather than highlighting positive occurrences across the district.

**Root Cause 8:** Further development of two-way feedback processes to address individual concerns is needed rather than airing complaints on social media.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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

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## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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### **Parent/Community Data**

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

### **Support Systems and Other Data**






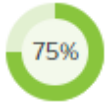
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers.

**Performance Objective 1:** By May 2025, district-wide implementation of character education, social-emotional guidance, and discipline referrals will lead to a decrease of 10% in disciplinary classroom removals.

**Evaluation Data Sources:** Discipline Referral Data (Skyward, TSDS)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a character program for PK-12 to emphasize and promote positive character traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior reinforcement characteristics in students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement systemic practices across the district that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a clear understanding of proper social interactions and well being.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Campus Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.</p> <p><b>Strategy's Expected Result/Impact:</b> District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Federal/Special Programs Director School nurse(s) SHAC Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses. <b>Strategy's Expected Result/Impact:</b> To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Westwood ISD will increase opportunities for student voice pertaining to their district/school culture and impact it has on their learning and personal development through campus ThoughtExchanges and surveys. <b>Strategy's Expected Result/Impact:</b> All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD. <b>Staff Responsible for Monitoring:</b> District Administrators Campus Administrators All campus staff	Formative			Summative
	Nov	Jan	Mar	June
				30
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Continue utilization of police officers on each campus. <b>Strategy's Expected Result/Impact:</b> Safer schools with the visibility, positive interactions and community engagement of the officers on each campus. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
No Progress       Accomplished       Continue/Modify       Discontinue				







**Goal 2:** Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).















**Performance Objective 1:** By the end of the 2024-2025 school year, 100% of students in each student group will show growth in both the reading and mathematics diagnostic assessments.

**High Priority**

**Evaluation Data Sources:** STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				31
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue a cohesive district assessment calendar for 2024-2025, including CBA (curriculum-based assessments), local benchmarks, Benchmark Assessment BOY/MOY/EOY (MAP/IReddy), mClass, and AP, SAT, ACT, TSIA, and any other exams used to monitor student growth and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> To create consistency and awareness across the district related to local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				






Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ongoing professional development, coaching and feedback to utilize the literacy framework to ensure alignment of literacy instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy development in students grades PK-12.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Classroom Teachers Instructional Support Staff</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue MTSS instructional practices to foster growth for all students resulting in academic success in literacy and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Students served through intervention programs will show growth on both local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Campus Counselors Classroom Teachers Instructional Support Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				32
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide continued professional learning, coaching, and modeling of both instructional strategies including blended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student agency, goal setting, and self-monitoring as students take ownership of their own learning and understand how to use technology as a tool of a scholar.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Technology Staff Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








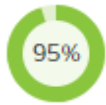


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure quality instruction as shown on T TESS and data.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide intentional coaching cycles to support teacher growth and development across the district, assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement and learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth of students in both reading and mathematics as well as student engagement and learning outcomes as evidenced by formative and summative assessments aligned to TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				33
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide professional learning through the Professional learning communities framework to ensure effective collaboratives for all administrators, teachers, and paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective collaboratives that increase rigor in student work based on data</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				







**Goal 2:** Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).

**Performance Objective 2:** Westwood ISD will implement district wide programs to increase the opportunities for students to meet college, career, and military readiness standards (CCMR).

**Evaluation Data Sources:** Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR standards will be implemented in daily teaching and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors CTE Coordinator Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education. Implement experiences within robotics, coding and technology that fosters creativity, critical thinking, and technical skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand how to be better prepared for their post-secondary setting.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (i.e. College application procedures, FAFSA application, scholarship opportunities, available industry based certifications, and military careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will be informed of possible post-secondary opportunities with an increase in participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CTE Coordinator Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Host College Week throughout the district. Encourage all students and employees to wear college colors all week.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a culture of college, career and military awareness and readiness.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared for college and military.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continue Dual-Credit partnerships with local colleges/universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will graduate from high school having already completed several college courses.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				










Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Maintain age-appropriate college and career field trips and experiences to enhance student connection to real world opportunities in grades PK-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Deeper exposure to college and career opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 3:** Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.

**Performance Objective 1:** 100% of all students will be taught by highly effective and qualified teachers and 100% of paraprofessionals will be high quality and SBEC certified.

**Evaluation Data Sources:** Certification data of teachers from SBEC, Equity Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Westwood ISD will pay above the state-base for certified teachers to attract quality applicants, and provide stipends to secondary math, science, and Spanish teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Westwood ISD will attract high quality applications by paying above state -base.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent District Administration Payroll Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will use local leave days only when necessary resulting in high staff attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Payroll Department</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognize staff members who exemplify the Westwood ISD Profile of an Educator and PANTHER Core Values through teacher of the month, teacher of the year program, campus and district employee celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher staff morale.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Action Teams</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will pursue an education in teaching and return to Westwood ISD to teach.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, maintain active website and explore alternative certification programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruitment of high quality personnel.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Campus Mentor Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				







Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure all teaching staff are highly qualified within their teaching field.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist Campus Administration Campus teacher mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Westwood ISD will improve all relationships through effective, open, two-way communication with all stakeholders.

**Performance Objective 1:** Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

**Evaluation Data Sources:** Parental, staff, and community participation through logs, feedback, and surveys.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to encourage parent and community participation by expanding the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's website, videos, Facebook, Twitter, and ParentSquare.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparent communication with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Technology Director, Communications Specialist, District Administration Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June <sup>40</sup>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/Principals, Facebook Live, virtual meetings, and other opportunities for engagement including a districtwide parent volunteer program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental engagement.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration Counselors Testing Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Consistently include parents and community members in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent input and engagement in district/campus processes and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Westwood ISD ensures fiscal stability so that resources remain available for proper academic operations.

**Performance Objective 1:** Westwood ISD will operate in a fiscally sound manner.









**Evaluation Data Sources:** Audits and reports








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts through public transparency efforts available online and through board meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain transparent and sound communication.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.


**Performance Objective 1:** Westwood ISD will implement best practices for safe and orderly schools.


**Evaluation Data Sources:** Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage with the board, staff, and community to continually assess next steps for district buildings.  <b>Strategy's Expected Result/Impact:</b> Increase student safety and performance.  <b>Staff Responsible for Monitoring:</b> Superintendent                      District Administration                      Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.  <b>Strategy's Expected Result/Impact:</b> 100% of required participants will be CPR/First Aid certified.  <b>Staff Responsible for Monitoring:</b> District Administration                      Campus Administration                      Athletic Director                      Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
				43
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure each campus has a trained Crisis Prevention Intervention core team.  <b>Strategy's Expected Result/Impact:</b> Proactive safety across the district with 100% trained staff teams.  <b>Staff Responsible for Monitoring:</b> District Administration                      Campus Administration                      Director of Maintenance                      Campus Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, Red Ribbon activities, digital citizenship and safe internet use.</p> <p><b>Strategy's Expected Result/Impact:</b> Bringing awareness to students and staff to ensure safety post K-12 education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Law Enforcement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue a culture of proactive school health and safety awareness across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director SHAC members</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ensure updates for all departmental plans to include:</p> <ul style="list-style-type: none"> <li>--Annual Compliance Training through Eduhero</li> <li>- Annual Table Top Scenario Drills</li> <li>- Required Campus Drills</li> <li>- Emergency Management Drills</li> <li>- Child Abuse Awareness</li> <li>- Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor)</li> <li>- Develop an emergency preparedness plan</li> <li>- Continue and expand the Guardian Program</li> <li>- Add surveillance equipment as needed</li> <li>- Additional outside WiFi access points</li> <li>- AED placement and training</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Preparation in the event of an emergency 100% of staff and students respond appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administrators Site Based Decision Making Team Superintendent Safety Audit Coordinator Technology Director Transportation Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

 No Progress

 Accomplished










 Continue/Modify

 Discontinue

**Goal 6:** Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

**Performance Objective 2:** Utilize technology consistently in the delivery of instruction that engages students in a way that is consistent and natural in the learning process and is aligned to the TEKS and the WISD adopted curriculum.

**Evaluation Data Sources:** Increase technology usage of both devices and instructional programs as evident through classroom observations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain an effective and relevant district-wide plan to support student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive plan to phase in throughout multiple years, meeting the needs of learners.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Director of Technology District Site Based Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development plan for both instructional technology and general technology program use.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased usage of technology within daily instruction as observed through walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## RDA Strategies

Goal	Objective	Strategy	Description
2	1	3	Provide ongoing professional development, coaching and feedback to utilize the literacy framework to ensure alignment of literacy instruction
2	1	8	Provide intentional coaching cycles to support teacher growth and development across the district, assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement and learning outcomes.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$932,933.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

SCE funds will be used to implement the Texas Prekindergarten program to support early education. These funds will also be used to continue the implementation of the Disciplinary Alternative Education Program to meet the needs of students who have a change in placement due to behavior. Other SCE services include academic and behavioral intervention supports through programs and staff, and supplemental reading programs implemented to meet the specific needs of students at risk of dropping out of school.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Cox	Instructional Coach	1
Katelynn Massey	Instructional Coach	1
Quentin Woods	Intervention Specialist	48 1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashleigh Bishop	Instructional Coach	Curriculum and Instruction	1
Brooke Barnett	Instructional Coach	Curriculum and Instruction	1
Cassidee Mercer	Instructional Coach	Curriculum and Instruction	1
Dorothy Martin	Title I Paraprofessional	Instruction	1
Heather Thompson	Title I Paraprofessional	Instruction	1
Justine Garcia-Link	Title I Paraprofessional	Instruction	1
Mary Light	Instruction	Title I Paraprofessional	1
Nelda Barrett	Title I Paraprofessional	Instruction	1
Rebecca Richburg	Title I Paraprofessional	Instruction	1
Talia Hodge	Interventionist	Intervention	1

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

# Addendums

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: WESTWOOD ISD**

**District Number: 001908**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	78%	<b>57%</b>	47%	40%	70%	-	-	-	33%	35%	40%	55%	62%	51%	33%
	2022	76%	78%	<b>79%</b>	58%	90%	79%	-	*	-	100%	53%	*	81%	70%	79%	*
At Meets Grade Level or Above	2023	50%	50%	<b>29%</b>	21%	16%	41%	-	-	-	0%	13%	20%	33%	17%	17%	11%
	2022	51%	51%	<b>51%</b>	26%	57%	58%	-	*	-	40%	33%	*	54%	40%	46%	*
At Masters Grade Level	2023	20%	18%	<b>8%</b>	0%	4%	13%	-	-	-	0%	0%	0%	9%	3%	3%	0%
	2022	30%	28%	<b>26%</b>	11%	19%	35%	-	*	-	20%	7%	*	23%	35%	17%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	74%	<b>57%</b>	47%	48%	63%	-	-	-	67%	39%	80%	55%	62%	51%	33%
	2022	71%	73%	<b>70%</b>	63%	76%	72%	-	*	-	40%	53%	*	71%	65%	65%	*
At Meets Grade Level or Above	2023	45%	44%	<b>29%</b>	5%	24%	43%	-	-	-	0%	22%	20%	35%	14%	23%	0%
	2022	43%	44%	<b>45%</b>	37%	57%	44%	-	*	-	20%	33%	*	48%	35%	40%	54
At Masters Grade Level	2023	19%	17%	<b>8%</b>	0%	4%	13%	-	-	-	0%	13%	0%	9%	3%	7%	0%
	2022	21%	21%	<b>28%</b>	16%	33%	33%	-	*	-	20%	20%	*	30%	20%	22%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>75%</b>	57%	83%	78%	-	*	-	*	47%	*	80%	63%	74%	*
	2022	77%	77%	<b>79%</b>	56%	83%	85%	-	*	-	*	42%	*	81%	74%	77%	67%
At Meets Grade Level or Above	2023	48%	45%	<b>37%</b>	14%	30%	48%	-	*	-	*	24%	*	37%	37%	31%	*
	2022	54%	52%	<b>52%</b>	19%	54%	63%	-	*	-	*	33%	*	57%	41%	47%	44%
At Masters Grade Level	2023	22%	18%	<b>16%</b>	5%	0%	30%	-	*	-	*	12%	*	15%	17%	10%	*
	2022	28%	25%	<b>19%</b>	0%	21%	25%	-	*	-	*	0%	*	19%	19%	16%	22%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	69%	<b>67%</b>	57%	65%	74%	-	*	-	*	41%	*	71%	60%	62%	*
	2022	70%	70%	<b>72%</b>	31%	83%	78%	-	*	-	*	58%	*	76%	63%	65%	78%
At Meets Grade Level or Above	2023	48%	46%	<b>40%</b>	19%	35%	52%	-	*	-	*	35%	*	45%	30%	36%	*
	2022	43%	42%	<b>42%</b>	13%	50%	44%	-	*	-	*	33%	*	41%	44%	37%	56%
At Masters Grade Level	2023	22%	20%	<b>18%</b>	14%	13%	22%	-	*	-	*	6%	*	20%	13%	14%	*
	2022	23%	22%	<b>20%</b>	6%	21%	24%	-	*	-	*	8%	*	20%	19%	14%	22%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	79%	<b>63%</b>	27%	67%	76%	-	*	-	40%	25%	*	67%	52%	60%	56%
	2022	81%	81%	<b>72%</b>	67%	71%	74%	-	-	-	78%	21%	*	71%	73%	69%	50%
At Meets Grade Level or Above	2023	57%	53%	<b>34%</b>	0%	46%	39%	-	*	-	20%	25%	*	34%	32%	33%	44%
	2022	58%	57%	<b>49%</b>	40%	47%	53%	-	-	-	56%	11%	*	47%	53%	41%	33%
At Masters Grade Level	2023	28%	25%	<b>10%</b>	0%	13%	13%	-	*	-	0%	0%	*	7%	16%	11%	0%
	2022	36%	34%	<b>26%</b>	33%	18%	35%	-	-	-	11%	5%	*	21%	37%	23%	17%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	79%	<b>69%</b>	33%	58%	89%	-	*	-	60%	30%	*	74%	56%	67%	56%
	2022	77%	78%	<b>75%</b>	69%	82%	71%	-	-	-	78%	32%	*	79%	67%	72%	67%
At Meets Grade Level or Above	2023	51%	48%	<b>30%</b>	7%	33%	37%	-	*	-	20%	20%	*	33%	24%	26%	44%
	2022	48%	49%	<b>40%</b>	25%	44%	44%	-	-	-	33%	11%	*	38%	43%	37%	33%
At Masters Grade Level	2023	21%	18%	<b>10%</b>	0%	13%	11%	-	*	-	0%	0%	*	10%	8%	5%	22%
	2022	25%	25%	<b>19%</b>	19%	21%	21%	-	-	-	11%	0%	*	13%	33%	18%	55 17%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	64%	<b>52%</b>	20%	54%	63%	-	*	-	40%	25%	*	55%	44%	42%	67%
	2022	66%	69%	<b>62%</b>	47%	65%	68%	-	-	-	56%	16%	*	65%	57%	59%	33%
At Meets Grade Level or Above	2023	36%	34%	<b>17%</b>	0%	13%	24%	-	*	-	20%	20%	*	12%	28%	16%	11%
	2022	38%	41%	<b>39%</b>	27%	41%	44%	-	-	-	33%	5%	*	37%	43%	34%	17%
At Masters Grade Level	2023	16%	14%	<b>7%</b>	0%	8%	8%	-	*	-	20%	10%	*	3%	16%	7%	0%
	2022	18%	19%	<b>18%</b>	20%	15%	24%	-	-	-	11%	5%	*	16%	23%	14%	17%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>70%</b>	56%	74%	69%	-	-	-	88%	11%	*	70%	68%	63%	50%
	2022	70%	71%	<b>69%</b>	53%	80%	74%	-	-	-	20%	29%	*	69%	68%	66%	82%
At Meets Grade Level or Above	2023	52%	51%	<b>40%</b>	28%	44%	44%	-	-	-	38%	6%	*	41%	39%	32%	17%
	2022	43%	43%	<b>42%</b>	29%	28%	60%	-	-	-	0%	18%	*	44%	39%	37%	27%
At Masters Grade Level	2023	22%	20%	<b>11%</b>	6%	12%	16%	-	-	-	0%	0%	*	7%	19%	8%	0%
	2022	23%	23%	<b>24%</b>	18%	12%	37%	-	-	-	0%	6%	*	27%	18%	19%	9%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	77%	<b>79%</b>	67%	82%	88%	-	-	-	63%	50%	*	79%	81%	73%	83%
	2022	73%	73%	<b>47%</b>	24%	40%	65%	-	-	-	0%	18%	*	47%	46%	43%	36%

Texas Education Agency  
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At Meets Grade Level or Above	2023	40%	40%	<b>33%</b>	22%	35%	34%	-	-	-	38%	6%	*	33%	32%	27%	17%
	2022	39%	38%	<b>16%</b>	12%	4%	26%	-	-	-	0%	0%	*	15%	18%	9%	9%
At Masters Grade Level	2023	16%	15%	<b>9%</b>	6%	9%	9%	-	-	-	13%	6%	*	7%	13%	8%	0%
	2022	16%	15%	<b>4%</b>	6%	0%	7%	-	-	-	0%	0%	*	5%	4%	1%	0%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2023	78%	78%	<b>72%</b>	65%	70%	79%	-	-	-	50%	33%	*	70%	77%	68%	60%
	2022	80%	81%	<b>74%</b>	55%	83%	80%	-	-	-	71%	63%	*	70%	85%	73%	78%
At Meets Grade Level or Above	2023	55%	53%	<b>41%</b>	25%	26%	60%	-	-	-	0%	0%	*	41%	40%	32%	30%
	2022	56%	55%	<b>49%</b>	45%	35%	57%	-	-	-	57%	26%	*	45%	59%	44%	11%
At Masters Grade Level	2023	27%	25%	<b>15%</b>	10%	0%	26%	-	-	-	0%	0%	*	12%	20%	9%	0%
	2022	37%	35%	<b>29%</b>	32%	17%	32%	-	-	-	43%	16%	*	26%	37%	26%	11%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2023	63%	64%	<b>32%</b>	28%	19%	44%	-	-	-	17%	0%	*	26%	42%	31%	13%
	2022	61%	63%	<b>37%</b>	24%	32%	47%	-	-	-	40%	16%	*	35%	43%	32%	22%
At Meets Grade Level or Above	2023	37%	39%	<b>4%</b>	0%	5%	6%	-	-	-	0%	0%	*	6%	0%	5%	0%
	2022	31%	33%	<b>12%</b>	0%	11%	18%	-	-	-	20%	16%	*	11%	14%	12%	0%
At Masters Grade Level	2023	11%	11%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
	2022	13%	14%	<b>3%</b>	0%	5%	3%	-	-	-	0%	11%	*	4%	0%	3%	0%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2023	83%	84%	<b>77%</b>	64%	76%	82%	-	-	-	100%	53%	100%	75%	81%	72%	56%
	2022	83%	83%	<b>64%</b>	56%	66%	69%	-	*	-	38%	29%	-	65%	59%	59%	50%
At Meets Grade Level or Above	2023	58%	56%	<b>46%</b>	46%	40%	47%	-	-	-	67%	26%	20%	45%	48%	46%	33%
	2022	58%	57%	<b>34%</b>	22%	38%	41%	-	*	-	0%	6%	-	37%	26%	27%	0%
At Masters Grade Level	2023	28%	26%	<b>18%</b>	11%	8%	22%	-	-	-	67%	5%	0%	18%	19%	17%	0%
	2022	37%	35%	<b>24%</b>	22%	28%	24%	-	*	-	0%	0%	-	26%	19%	20%	0%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2023	76%	74%	<b>88%</b>	73%	83%	98%	-	-	-	*	70%	100%	89%	86%	87%	80%
	2022	71%	70%	<b>60%</b>	57%	56%	65%	-	-	-	56%	12%	-	63%	54%	54%	50%
At Meets Grade Level or Above	2023	46%	45%	<b>61%</b>	41%	61%	72%	-	-	-	*	35%	67%	60%	64%	50%	60%
	2022	40%	40%	<b>31%</b>	10%	24%	43%	-	-	-	33%	6%	-	32%	29%	25%	0%

Texas Education Agency  
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 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	17%	16%	<b>22%</b>	9%	13%	33%	-	-	-	*	15%	33%	23%	18%	21%	10%
	2022	14%	14%	<b>3%</b>	0%	0%	4%	-	-	-	11%	0%	-	3%	4%	1%	0%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2023	74%	72%	<b>76%</b>	68%	64%	85%	-	-	-	100%	60%	80%	81%	66%	74%	56%
	2022	74%	74%	<b>67%</b>	56%	62%	80%	-	*	-	25%	35%	-	70%	59%	59%	17%
At Meets Grade Level or Above	2023	47%	43%	<b>40%</b>	25%	32%	52%	-	-	-	50%	30%	80%	40%	41%	38%	11%
	2022	45%	43%	<b>32%</b>	22%	24%	42%	-	*	-	13%	6%	-	32%	33%	25%	0%
At Masters Grade Level	2023	17%	14%	<b>14%</b>	7%	8%	20%	-	-	-	33%	15%	20%	15%	13%	16%	0%
	2022	24%	21%	<b>9%</b>	6%	3%	14%	-	*	-	0%	0%	-	10%	7%	8%	0%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2023	62%	60%	<b>49%</b>	44%	44%	52%	-	-	-	67%	30%	60%	47%	55%	48%	22%
	2022	61%	58%	<b>49%</b>	33%	45%	62%	-	*	-	13%	24%	-	51%	44%	47%	0%
At Meets Grade Level or Above	2023	33%	29%	<b>27%</b>	26%	16%	30%	-	-	-	50%	25%	20%	27%	26%	25%	57 11%
	2022	31%	27%	<b>21%</b>	11%	21%	26%	-	*	-	0%	6%	-	22%	19%	16%	0%
At Masters Grade Level	2023	16%	13%	<b>17%</b>	15%	16%	20%	-	-	-	17%	25%	0%	21%	10%	19%	11%
	2022	18%	15%	<b>9%</b>	11%	3%	12%	-	*	-	0%	0%	-	10%	7%	9%	0%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	73%	<b>63%</b>	64%	53%	74%	-	*	-	33%	21%	-	72%	43%	56%	28%
	2022	65%	66%	<b>68%</b>	62%	54%	74%	-	-	-	92%	43%	-	70%	62%	66%	31%
At Meets Grade Level or Above	2023	52%	51%	<b>42%</b>	28%	31%	61%	-	*	-	33%	10%	-	47%	31%	36%	0%
	2022	47%	47%	<b>48%</b>	38%	21%	61%	-	-	-	92%	24%	-	51%	42%	45%	15%
At Masters Grade Level	2023	13%	11%	<b>7%</b>	6%	4%	8%	-	*	-	11%	3%	-	6%	8%	5%	0%
	2022	11%	9%	<b>3%</b>	0%	3%	5%	-	-	-	0%	0%	-	4%	0%	2%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	75%	<b>70%</b>	61%	72%	75%	-	*	-	69%	48%	-	76%	57%	65%	56%
	2022	72%	72%	<b>63%</b>	58%	62%	67%	-	-	-	56%	29%	-	64%	59%	59%	31%
At Meets Grade Level or Above	2023	54%	54%	<b>46%</b>	29%	36%	58%	-	*	-	62%	20%	-	49%	38%	40%	22%
	2022	55%	54%	<b>37%</b>	17%	37%	50%	-	-	-	22%	21%	-	35%	41%	32%	6%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	9%	8%	4%	3%	0%	8%	-	*	-	8%	8%	-	2%	10%	3%	0%
	2022	9%	7%	9%	0%	8%	15%	-	-	-	11%	13%	-	8%	14%	8%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	76%	74%	73%	72%	77%	-	-	-	73%	36%	-	75%	73%	70%	50%
	2022	76%	73%	83%	68%	90%	85%	-	*	-	89%	62%	-	88%	74%	86%	75%
At Meets Grade Level or Above	2023	43%	38%	35%	33%	24%	41%	-	-	-	45%	8%	-	38%	31%	33%	17%
	2022	43%	42%	46%	26%	43%	52%	-	*	-	67%	23%	-	49%	42%	45%	0%
At Masters Grade Level	2023	23%	19%	19%	13%	14%	23%	-	-	-	36%	4%	-	19%	19%	17%	17%
	2022	27%	25%	24%	16%	13%	28%	-	*	-	44%	8%	-	25%	21%	21%	0%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	89%	85%	85%	76%	91%	-	*	-	88%	68%	-	90%	73%	83%	60%
	2022	83%	85%	87%	89%	76%	93%	-	-	-	92%	67%	-	88%	85%	85%	45%
At Meets Grade Level or Above	2023	56%	54%	44%	33%	36%	55%	-	*	-	50%	16%	-	51%	27%	40%	13%
	2022	55%	54%	52%	44%	35%	64%	-	-	-	67%	38%	-	51%	56%	45%	18%
At Masters Grade Level	2023	21%	17%	15%	7%	12%	21%	-	*	-	13%	11%	-	17%	12%	14%	7%
	2022	21%	18%	18%	6%	6%	29%	-	-	-	33%	10%	-	18%	19%	17%	0%
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2023	94%	94%	90%	87%	91%	91%	-	*	-	83%	79%	-	89%	93%	89%	67%
	2022	89%	89%	86%	89%	83%	89%	-	-	*	71%	50%	-	85%	88%	84%	67%
At Meets Grade Level or Above	2023	70%	67%	56%	43%	54%	69%	-	*	-	50%	50%	-	54%	59%	50%	8%
	2022	68%	66%	56%	47%	43%	71%	-	-	*	43%	22%	-	56%	58%	46%	25%
At Masters Grade Level	2023	38%	31%	23%	9%	22%	41%	-	*	-	0%	25%	-	21%	30%	23%	0%
	2022	42%	37%	20%	16%	14%	24%	-	-	*	14%	6%	-	21%	15%	17%	0%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	92%	85%	*	90%	86%	-	-	-	-	-	-	85%	*	83%	*
	2022	92%	93%	91%	*	100%	91%	-	-	-	*	-	-	91%	-	86%	-
At Meets Grade Level or Above	2023	61%	59%	48%	*	40%	57%	-	-	-	-	-	-	50%	*	42%	*
	2022	64%	57%	35%	*	50%	27%	-	-	-	*	-	-	35%	-	21%	-

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	5%	0%	*	0%	0%	-	-	-	-	-	-	0%	*	0%	*
	2022	13%	6%	0%	*	0%	0%	-	-	-	*	-	-	0%	-	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	76%	69%	59%	66%	76%	-	91%	-	65%	41%	68%	71%	64%	65%	53%
	2022	74%	74%	69%	56%	69%	75%	-	100%	*	62%	37%	60%	70%	65%	65%	51%
At Meets Grade Level or Above	2023	49%	47%	37%	25%	33%	47%	-	64%	-	35%	20%	34%	39%	33%	33%	19%
	2022	48%	47%	40%	26%	36%	48%	-	100%	*	38%	18%	30%	40%	39%	34%	20%
At Masters Grade Level	2023	20%	17%	12%	7%	9%	17%	-	27%	-	13%	8%	9%	12%	13%	11%	4%
	2022	23%	22%	16%	11%	12%	21%	-	88%	*	13%	6%	5%	16%	17%	14%	7%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	77%	68%	57%	66%	76%	-	80%	-	61%	34%	61%	71%	61%	63%	49%
	2022	75%	76%	70%	58%	70%	75%	-	*	-	68%	38%	78%	71%	68%	68%	55%
At Meets Grade Level or Above	2023	53%	52%	40%	26%	34%	51%	-	60%	-	37%	16%	28%	42%	35%	34%	59 20%
	2022	53%	52%	45%	30%	38%	55%	-	*	-	44%	21%	44%	45%	43%	40%	22%
At Masters Grade Level	2023	20%	18%	11%	5%	5%	16%	-	20%	-	11%	4%	6%	9%	13%	8%	0%
	2022	25%	23%	19%	13%	14%	24%	-	*	-	10%	6%	11%	18%	20%	16%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	74%	68%	58%	65%	77%	-	*	-	60%	39%	78%	69%	67%	64%	55%
	2022	72%	72%	66%	50%	69%	71%	-	*	-	60%	33%	44%	68%	60%	61%	55%
At Meets Grade Level or Above	2023	45%	43%	34%	21%	32%	43%	-	*	-	26%	18%	33%	37%	28%	29%	26%
	2022	42%	41%	34%	18%	35%	39%	-	*	-	35%	16%	11%	34%	33%	29%	21%
At Masters Grade Level	2023	19%	16%	12%	7%	9%	16%	-	*	-	14%	7%	11%	13%	11%	11%	9%
	2022	20%	19%	14%	9%	13%	17%	-	*	-	15%	6%	0%	14%	15%	12%	9%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	76%	73%	64%	66%	81%	-	*	-	79%	51%	67%	78%	62%	69%	61%
	2022	76%	77%	73%	65%	68%	81%	-	*	-	62%	40%	*	75%	67%	67%	35%
At Meets Grade Level or Above	2023	47%	44%	35%	23%	28%	45%	-	*	-	42%	22%	67%	37%	32%	33%	12%
	2022	47%	46%	41%	31%	34%	50%	-	*	-	41%	18%	*	40%	44%	35%	13%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	15%	<b>13%</b>	6%	10%	17%	-	*	-	21%	12%	17%	13%	13%	13%	3%
	2022	21%	19%	<b>15%</b>	10%	8%	22%	-	*	-	17%	5%	*	15%	17%	13%	4%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	77%	<b>70%</b>	64%	75%	68%	-	*	-	75%	57%	60%	69%	72%	68%	48%
	2022	75%	74%	<b>68%</b>	62%	66%	75%	-	*	*	40%	37%	-	68%	66%	64%	44%
At Meets Grade Level or Above	2023	52%	48%	<b>42%</b>	34%	41%	46%	-	*	-	50%	39%	20%	42%	41%	38%	10%
	2022	50%	47%	<b>38%</b>	30%	33%	47%	-	*	*	20%	14%	-	39%	38%	30%	17%
At Masters Grade Level	2023	27%	22%	<b>20%</b>	12%	20%	28%	-	*	-	8%	25%	0%	21%	19%	21%	5%
	2022	30%	26%	<b>15%</b>	14%	9%	18%	-	*	*	7%	3%	-	16%	11%	13%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2023	37%	36%	<b>18%</b>	0%	8%	31%	-	-	-	0%	13%	0%	24%	3%	10%	0%
	2022	36%	36%	<b>37%</b>	21%	48%	40%	-	*	-	20%	33%	*	39%	30%	30%	*
Reading and Mathematics Including EOC	2023	37%	36%	<b>18%</b>	0%	8%	31%	-	-	-	0%	13%	0%	24%	3%	10%	60 0%
	2022	36%	36%	<b>37%</b>	21%	48%	40%	-	*	-	20%	33%	*	39%	30%	30%	*
Reading Including EOC	2023	50%	50%	<b>29%</b>	21%	16%	41%	-	-	-	0%	13%	20%	33%	17%	17%	11%
	2022	51%	51%	<b>51%</b>	26%	57%	58%	-	*	-	40%	33%	*	54%	40%	46%	*
Math Including EOC	2023	45%	44%	<b>29%</b>	5%	24%	43%	-	-	-	0%	22%	20%	35%	14%	23%	0%
	2022	43%	44%	<b>45%</b>	37%	57%	44%	-	*	-	20%	33%	*	48%	35%	40%	*
<b>4th Graders</b>																	
Reading and Mathematics	2023	38%	35%	<b>26%</b>	10%	17%	37%	-	*	-	*	24%	*	28%	23%	21%	*
	2022	36%	34%	<b>33%</b>	6%	38%	38%	-	*	-	*	33%	*	33%	33%	29%	33%
Reading and Mathematics Including EOC	2023	38%	35%	<b>26%</b>	10%	17%	37%	-	*	-	*	24%	*	28%	23%	21%	*
	2022	36%	34%	<b>33%</b>	6%	38%	38%	-	*	-	*	33%	*	33%	33%	29%	33%
Reading Including EOC	2023	48%	45%	<b>37%</b>	14%	30%	48%	-	*	-	*	24%	*	37%	37%	31%	*
	2022	54%	52%	<b>52%</b>	19%	54%	63%	-	*	-	*	33%	*	57%	41%	47%	44%
Math Including EOC	2023	48%	46%	<b>40%</b>	19%	35%	52%	-	*	-	*	35%	*	45%	30%	36%	*
	2022	43%	42%	<b>42%</b>	13%	50%	44%	-	*	-	*	33%	*	41%	44%	37%	56%
<b>5th Graders</b>																	
Reading and Mathematics	2023	43%	39%	<b>24%</b>	0%	33%	26%	-	*	-	20%	20%	*	24%	24%	23%	44%
	2022	41%	40%	<b>35%</b>	27%	35%	38%	-	-	-	33%	11%	*	32%	40%	30%	17%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	39%	<b>24%</b>	0%	33%	26%	-	*	-	20%	20%	*	24%	24%	23%	44%
	2022	41%	40%	<b>35%</b>	27%	35%	38%	-	-	-	33%	11%	*	32%	40%	30%	17%
Reading Including EOC	2023	57%	53%	<b>34%</b>	0%	46%	39%	-	*	-	20%	25%	*	34%	32%	33%	44%
	2022	58%	57%	<b>49%</b>	40%	47%	53%	-	-	-	56%	11%	*	47%	53%	41%	33%
Math Including EOC	2023	51%	48%	<b>30%</b>	7%	33%	37%	-	*	-	20%	20%	*	33%	24%	26%	44%
	2022	48%	49%	<b>40%</b>	25%	44%	44%	-	-	-	33%	11%	*	38%	43%	37%	33%
<b>6th Graders</b>																	
Reading and Mathematics	2023	35%	34%	<b>24%</b>	17%	26%	25%	-	-	-	25%	6%	*	23%	26%	18%	0%
	2022	31%	30%	<b>14%</b>	12%	0%	26%	-	-	-	0%	0%	*	13%	18%	7%	0%
Reading and Mathematics Including EOC	2023	35%	34%	<b>24%</b>	17%	26%	25%	-	-	-	25%	6%	*	23%	26%	18%	0%
	2022	31%	30%	<b>14%</b>	12%	0%	26%	-	-	-	0%	0%	*	13%	18%	7%	0%
Reading Including EOC	2023	52%	51%	<b>40%</b>	28%	44%	44%	-	-	-	38%	6%	*	41%	39%	32%	17%
	2022	43%	43%	<b>42%</b>	29%	28%	60%	-	-	-	0%	18%	*	44%	39%	37%	61 27%
Math Including EOC	2023	40%	40%	<b>33%</b>	22%	35%	34%	-	-	-	38%	6%	*	33%	32%	27%	17%
	2022	40%	38%	<b>16%</b>	12%	4%	26%	-	-	-	0%	0%	*	15%	18%	9%	9%
<b>7th Graders</b>																	
Reading and Mathematics	2023	37%	36%	<b>21%</b>	10%	13%	32%	-	-	-	0%	0%	*	24%	13%	14%	20%
	2022	32%	32%	<b>24%</b>	9%	22%	30%	-	-	-	43%	16%	*	25%	22%	22%	0%
Reading and Mathematics Including EOC	2023	38%	36%	<b>21%</b>	10%	13%	32%	-	-	-	0%	0%	*	24%	13%	14%	20%
	2022	33%	32%	<b>24%</b>	9%	22%	30%	-	-	-	43%	16%	*	25%	22%	22%	0%
Reading Including EOC	2023	55%	53%	<b>41%</b>	25%	26%	60%	-	-	-	0%	0%	*	41%	40%	32%	30%
	2022	56%	55%	<b>49%</b>	45%	35%	57%	-	-	-	57%	26%	*	45%	59%	44%	11%
Math Including EOC	2023	43%	41%	<b>21%</b>	10%	13%	32%	-	-	-	0%	0%	*	24%	13%	14%	20%
	2022	37%	36%	<b>25%</b>	9%	22%	32%	-	-	-	43%	16%	*	26%	22%	23%	0%
<b>8th Graders</b>																	
Reading and Mathematics	2023	31%	34%	<b>21%</b>	20%	24%	22%	-	-	-	*	26%	0%	19%	26%	20%	25%
	2022	27%	30%	<b>13%</b>	0%	5%	25%	-	-	-	0%	6%	-	10%	18%	5%	0%
Reading and Mathematics Including EOC	2023	44%	42%	<b>41%</b>	43%	32%	44%	-	-	-	50%	26%	0%	40%	45%	39%	22%
	2022	41%	38%	<b>27%</b>	11%	24%	37%	-	*	-	0%	6%	-	27%	26%	18%	0%
Reading Including EOC	2023	58%	57%	<b>46%</b>	46%	40%	47%	-	-	-	67%	26%	20%	45%	48%	46%	33%
	2022	58%	57%	<b>34%</b>	22%	38%	41%	-	*	-	0%	6%	-	37%	26%	27%	0%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	50%	<b>65%</b>	54%	64%	72%	-	-	-	67%	35%	60%	63%	69%	58%	56%
	2022	48%	46%	<b>36%</b>	11%	34%	48%	-	*	-	13%	6%	-	37%	33%	28%	0%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2023	37%	36%	<b>22%</b>	10%	21%	30%	-	*	-	13%	15%	11%	24%	19%	17%	17%
	2022	34%	34%	<b>26%</b>	12%	25%	33%	-	*	-	24%	15%	11%	26%	27%	21%	16%
Reading and Mathematics Including EOC	2023	39%	37%	<b>26%</b>	16%	22%	33%	-	*	-	20%	15%	11%	27%	23%	21%	17%
	2022	36%	35%	<b>28%</b>	14%	28%	34%	-	*	-	24%	15%	11%	28%	28%	22%	16%
Reading Including EOC	2023	53%	52%	<b>38%</b>	25%	34%	47%	-	*	-	29%	16%	28%	39%	36%	32%	28%
	2022	53%	53%	<b>46%</b>	31%	43%	55%	-	*	-	34%	20%	44%	47%	43%	40%	29%
Math Including EOC	2023	47%	45%	<b>37%</b>	22%	34%	46%	-	*	-	26%	20%	33%	39%	31%	31%	30%
	2022	43%	42%	<b>34%</b>	18%	35%	40%	-	*	-	29%	15%	11%	34%	33%	29%	24%

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	51%	<b>51%</b>	32%	52%	60%	-	*	-	*	44%	*	51%	50%	46%	*
Grade 4 Mathematics	2023	63%	59%	<b>62%</b>	45%	57%	71%	-	*	-	*	59%	*	63%	62%	59%	*
Grade 5 ELA/Reading	2023	65%	63%	<b>43%</b>	30%	59%	40%	-	*	-	*	68%	*	39%	52%	50%	44%
Grade 5 Mathematics	2023	71%	68%	<b>46%</b>	37%	50%	49%	-	*	-	*	47%	*	48%	42%	47%	61%
Grade 6 ELA/Reading	2023	51%	52%	<b>42%</b>	14%	44%	52%	-	-	-	44%	19%	*	43%	41%	44%	25%
Grade 6 Mathematics	2023	54%	54%	<b>49%</b>	47%	47%	55%	-	-	-	44%	47%	*	44%	61%	51%	33%
Grade 7 ELA/Reading	2023	71%	70%	<b>53%</b>	58%	43%	53%	-	-	-	80%	43%	*	48%	65%	51%	45%
Grade 7 Mathematics	2023	56%	57%	<b>43%</b>	56%	40%	42%	-	-	-	10%	30%	*	44%	39%	47%	25%
Grade 8 ELA/Reading	2023	63%	61%	<b>55%</b>	48%	54%	54%	-	-	-	92%	22%	60%	53%	59%	53%	44%
Grade 8 Mathematics	2023	74%	74%	<b>92%</b>	88%	82%	99%	-	-	-	*	79%	100%	95%	85%	92%	85%
End of Course English I	2023	57%	56%	<b>69%</b>	68%	68%	70%	-	*	-	60%	66%	-	69%	68%	66%	50%
End of Course English II	2023	74%	76%	<b>80%</b>	66%	87%	82%	-	-	-	89%	63%	-	83%	72%	79%	94%
End of Course Algebra I	2023	76%	70%	<b>76%</b>	75%	68%	81%	-	-	-	81%	76%	-	76%	78%	75%	50%
All Grades Both Subjects	2023	64%	63%	<b>59%</b>	54%	57%	63%	-	60%	-	61%	51%	63%	59%	60%	59%	52%
All Grades ELA/Reading	2023	63%	62%	<b>57%</b>	47%	57%	59%	-	*	-	67%	46%	42%	56%	58%	56%	51%
All Grades Mathematics	2023	66%	64%	<b>63%</b>	61%	57%	69%	-	*	-	53%	58%	83%	63%	62%	63%	52%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	33%	33%	<b>25%</b>	0%	*	44%	-	-	-	-	13%	-	38%	0%	17%	-
Grade 4 Mathematics	2023	27%	24%	<b>23%</b>	0%	33%	25%	-	-	-	*	11%	*	30%	10%	19%	*
Grade 5 ELA/Reading	2023	37%	33%	<b>10%</b>	0%	17%	20%	-	-	-	*	0%	-	20%	0%	13%	*
Grade 5 Mathematics	2023	48%	46%	<b>29%</b>	18%	17%	67%	-	-	-	*	0%	*	33%	25%	35%	*
Grade 6 ELA/Reading	2023	26%	28%	<b>17%</b>	0%	20%	29%	-	-	-	*	8%	-	25%	0%	21%	*
Grade 6 Mathematics	2023	35%	36%	<b>42%</b>	40%	40%	50%	-	-	-	*	42%	-	36%	50%	47%	*
Grade 7 ELA/Reading	2023	39%	41%	<b>25%</b>	22%	*	20%	-	-	-	40%	9%	*	29%	14%	26%	*
Grade 7 Mathematics	2023	22%	23%	<b>19%</b>	21%	14%	27%	-	-	-	0%	0%	*	14%	31%	18%	14%
Grade 8 ELA/Reading	2023	39%	41%	<b>44%</b>	18%	60%	60%	-	-	-	*	25%	*	43%	50%	33%	*
Grade 8 Mathematics	2023	49%	47%	<b>79%</b>	60%	76%	95%	-	-	-	*	63%	*	81%	75%	79%	71%
End of Course English I	2023	26%	25%	<b>36%</b>	36%	27%	50%	-	-	-	*	14%	-	45%	10%	33%	*
End of Course English II	2023	41%	45%	<b>41%</b>	17%	57%	50%	-	-	-	*	43%	-	64%	0%	40%	50%
End of Course Algebra I	2023	58%	52%	<b>45%</b>	30%	55%	53%	-	-	-	*	35%	-	41%	55%	41%	*
All Grades Both Subjects	2023	38%	37%	<b>37%</b>	24%	39%	49%	-	-	-	22%	21%	70%	41%	28%	35%	33%
All Grades ELA/Reading	2023	35%	36%	<b>30%</b>	16%	32%	41%	-	-	-	23%	14%	*	39%	9%	28%	28%
All Grades Mathematics	2023	40%	39%	<b>42%</b>	31%	44%	55%	-	-	-	21%	28%	71%	42%	43%	42%	36%

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\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	76%	<b>69%</b>	-	-	-	-	-	-	51%	-	50%	67%	77%	70%	52%	85%
	2022	74%	74%	<b>69%</b>	-	-	-	-	-	-	50%	90%	46%	47%	33%	70%	51%	86%
At Meets Grade Level or Above	2023	49%	47%	<b>37%</b>	-	-	-	-	-	-	18%	-	18%	23%	31%	39%	19%	58%
	2022	48%	47%	<b>40%</b>	-	-	-	-	-	-	21%	70%	15%	16%	22%	42%	20%	44%
At Masters Grade Level	2023	20%	17%	<b>12%</b>	-	-	-	-	-	-	4%	-	4%	3%	0%	13%	4%	20%
	2022	23%	22%	<b>16%</b>	-	-	-	-	-	-	6%	20%	6%	0%	0%	17%	7%	19%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	77%	<b>68%</b>	-	-	-	-	-	-	46%	-	44%	69%	*	70%	49%	85%
	2022	75%	76%	<b>70%</b>	-	-	-	-	-	-	55%	100%	54%	33%	*	71%	55%	91%
At Meets Grade Level or Above	2023	53%	52%	<b>40%</b>	-	-	-	-	-	-	17%	-	16%	23%	*	41%	20%	69%
	2022	53%	52%	<b>45%</b>	-	-	-	-	-	-	24%	60%	18%	22%	*	47%	22%	64%
At Masters Grade Level	2023	20%	18%	<b>11%</b>	-	-	-	-	-	-	0%	-	0%	0%	*	12%	0%	15%
	2022	25%	23%	<b>19%</b>	-	-	-	-	-	-	5%	0%	7%	0%	*	19%	7%	55%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	74%	<b>68%</b>	-	-	-	-	-	-	54%	-	50%	75%	*	69%	55%	75%
	2022	72%	72%	<b>66%</b>	-	-	-	-	-	-	59%	80%	48%	75%	*	67%	55%	77%
At Meets Grade Level or Above	2023	45%	43%	<b>34%</b>	-	-	-	-	-	-	28%	-	29%	33%	*	35%	26%	25%
	2022	42%	41%	<b>34%</b>	-	-	-	-	-	-	26%	80%	19%	13%	*	35%	21%	46%
At Masters Grade Level	2023	19%	16%	<b>12%</b>	-	-	-	-	-	-	10%	-	12%	8%	*	12%	9%	17%
	2022	20%	19%	<b>14%</b>	-	-	-	-	-	-	12%	40%	10%	0%	*	15%	9%	8%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	76%	<b>73%</b>	-	-	-	-	-	-	59%	-	61%	*	*	74%	61%	100%
	2022	76%	77%	<b>73%</b>	-	-	-	-	-	-	9%	-	11%	*	*	75%	35%	100%
At Meets Grade Level or Above	2023	47%	44%	<b>35%</b>	-	-	-	-	-	-	10%	-	11%	*	*	38%	12%	60%
	2022	47%	46%	<b>41%</b>	-	-	-	-	-	-	0%	-	0%	*	*	44%	13%	17%
At Masters Grade Level	2023	18%	15%	<b>13%</b>	-	-	-	-	-	-	3%	-	4%	*	*	14%	3%	0%
	2022	21%	19%	<b>15%</b>	-	-	-	-	-	-	0%	-	0%	*	*	17%	4%	0%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	77%	<b>70%</b>	-	-	-	-	-	-	47%	-	53%	*	*	71%	48%	90%
	2022	75%	74%	<b>68%</b>	-	-	-	-	-	-	50%	-	50%	-	*	69%	44%	83%
At Meets Grade Level or Above	2023	52%	48%	<b>42%</b>	-	-	-	-	-	-	11%	-	12%	*	*	43%	10%	80%
	2022	50%	47%	<b>38%</b>	-	-	-	-	-	-	14%	-	14%	-	*	41%	17%	33%
At Masters Grade Level	2023	27%	22%	<b>20%</b>	-	-	-	-	-	-	5%	-	6%	*	*	21%	5%	40%
	2022	30%	26%	<b>15%</b>	-	-	-	-	-	-	0%	-	0%	-	*	16%	0%	0%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	63%	<b>59%</b>	-	-	-	-	-	-	50%	-	53%	35%	70%	60%	51%	52%
All Grades ELA/Reading	2023	63%	62%	<b>57%</b>	-	-	-	-	-	-	48%	-	51%	33%	*	57%	50%	58%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	64%	<b>63%</b>	-	-	-	-	-	-	52%	-	56%	38%	*	64%	52%	45%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	37%	<b>37%</b>	-	-	-	-	-	-	32%	-	31%	29%	*	37%	33%	*
All Grades ELA/Reading	2023	35%	36%	<b>30%</b>	-	-	-	-	-	-	28%	-	33%	*	-	30%	28%	*
All Grades Mathematics	2023	40%	39%	<b>42%</b>	-	-	-	-	-	-	35%	-	29%	*	*	43%	36%	*

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	99%	100%	100%	-	100%	-	100%	99%	100%	100%	99%	99%	99%
Included in Accountability	93%	91%	<b>93%</b>	93%	92%	93%	-	100%	-	96%	95%	89%	97%	86%	93%	86%
Not Included in Accountability: Mobile	4%	6%	<b>5%</b>	6%	5%	6%	-	0%	-	4%	3%	11%	2%	12%	6%	4%
Not Included in Accountability: Other Exclusions	2%	1%	<b>1%</b>	0%	3%	0%	-	0%	-	0%	1%	0%	1%	1%	1%	9%
Not Tested	1%	2%	<b>0%</b>	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	1%
Absent	1%	1%	<b>0%</b>	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	99%	100%	100%	-	100%	-	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	<b>93%</b>	94%	91%	93%	-	100%	-	97%	93%	86%	96%	87%	93%	82%
Not Included in Accountability: Mobile	4%	6%	<b>5%</b>	5%	3%	6%	-	0%	-	3%	3%	14%	2%	10%	5%	66 3%
Not Included in Accountability: Other Exclusions	3%	2%	<b>2%</b>	0%	6%	0%	-	0%	-	0%	2%	0%	2%	2%	1%	15%
Not Tested	1%	1%	<b>0%</b>	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	1%	0%	0%	-	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	<b>99%</b>	99%	99%	100%	-	*	-	100%	99%	100%	100%	99%	99%	97%
Included in Accountability	94%	92%	<b>93%</b>	93%	93%	93%	-	*	-	95%	95%	86%	97%	85%	93%	85%
Not Included in Accountability: Mobile	5%	6%	<b>6%</b>	6%	4%	7%	-	*	-	5%	4%	14%	2%	12%	6%	5%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	0%	6%
Not Tested	1%	2%	<b>1%</b>	1%	1%	0%	-	*	-	0%	1%	0%	0%	1%	1%	3%
Absent	1%	1%	<b>1%</b>	1%	1%	0%	-	*	-	0%	1%	0%	0%	1%	1%	3%
Other	0%	1%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	98%	<b>99%</b>	99%	100%	99%	-	*	-	100%	98%	100%	99%	100%	99%	100%
Included in Accountability	93%	91%	<b>93%</b>	95%	91%	92%	-	*	-	100%	95%	100%	96%	87%	92%	94%
Not Included in Accountability: Mobile	4%	6%	<b>6%</b>	4%	8%	6%	-	*	-	0%	2%	0%	3%	13%	7%	3%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	1%	1%	-	*	-	0%	2%	0%	0%	1%	0%	3%
Not Tested	1%	2%	<b>1%</b>	1%	0%	1%	-	*	-	0%	2%	0%	1%	0%	1%	0%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	1%	1%	0%	1%	-	*	-	0%	2%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	98%	100%	98%	100%	100%	-	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	91%	94%	91%	93%	96%	-	*	-	92%	100%	100%	97%	87%	93%	95%
Not Included in Accountability: Mobile	4%	7%	6%	7%	7%	4%	-	*	-	8%	0%	0%	3%	12%	6%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	2%	0%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	2%	0%	2%	0%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	84%	100%	*	100%	100%	-	-	-	-	-	-	100%	*	100%	*
<b>2022 STAAR Participation (All Grades)</b>																67
<b>All Tests</b>																
Assessment Participant	99%	98%	99%	97%	100%	99%	-	100%	*	100%	99%	100%	99%	98%	99%	100%
Included in Accountability	93%	92%	92%	92%	92%	97%	-	100%	*	98%	92%	67%	96%	85%	96%	95%
Not Included in Accountability: Mobile	5%	5%	6%	5%	8%	2%	-	0%	*	2%	7%	33%	3%	14%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	2%	1%	3%	0%	1%	-	0%	*	0%	1%	0%	1%	2%	1%	0%
Absent	1%	2%	1%	3%	0%	1%	-	0%	*	0%	1%	0%	1%	2%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	99%	98%	100%	98%	-	*	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	91%	92%	93%	91%	97%	-	*	-	97%	91%	64%	96%	84%	96%	91%
Not Included in Accountability: Mobile	5%	5%	6%	4%	8%	2%	-	*	-	3%	8%	36%	3%	14%	2%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	1%	5%
Not Tested	1%	2%	1%	2%	0%	2%	-	*	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	2%	1%	2%	0%	2%	-	*	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	98%	99%	97%	100%	98%	-	*	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	92%	94%	92%	97%	-	*	-	98%	92%	64%	96%	85%	96%	96%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	7%	3%	8%	2%	-	*	-	2%	7%	36%	3%	14%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	1%	3%	0%	2%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	2%	0%	1%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	1%	0%	1%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	99%	98%	100%	99%	-	*	-	100%	100%	*	100%	99%	99%	100%
Included in Accountability	93%	92%	94%	88%	94%	98%	-	*	-	100%	95%	*	97%	86%	97%	100%
Not Included in Accountability: Mobile	4%	5%	6%	10%	6%	2%	-	*	-	0%	5%	*	3%	13%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	1%	2%	0%	1%	-	*	-	0%	0%	*	0%	1%	1%	0%
Absent	1%	2%	1%	2%	0%	1%	-	*	-	0%	0%	*	0%	1%	1%	0%
Other	0%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	97%	98%	93%	100%	99%	-	*	*	100%	100%	-	99%	97%	98%	100%
Included in Accountability	94%	92%	93%	88%	90%	96%	-	*	*	100%	95%	-	96%	84%	95%	100%
Not Included in Accountability: Mobile	4%	5%	5%	5%	10%	3%	-	*	*	0%	5%	-	2%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	0%
Not Tested	2%	3%	2%	7%	0%	1%	-	*	*	0%	0%	-	1%	3%	2%	0%
Absent	1%	2%	2%	7%	0%	1%	-	*	*	0%	0%	-	1%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	83%	88%	*	100%	85%	-	-	-	*	-	-	88%	-	88%	-

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	93.9%	<b>93.4%</b>	93.1%	94.4%	93.1%	91.6%	*	*	92.2%	92.9%	93.0%	94.6%
2020-21	95.0%	95.1%	<b>94.5%</b>	93.3%	95.1%	94.7%	91.6%	98.1%	-	94.2%	93.1%	93.9%	94.5%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	19.2%	<b>21.7%</b>	20.0%	15.8%	23.7%	30.0%	33.3%	*	37.7%	21.8%	23.6%	16.5%
2020-21	15.0%	14.4%	<b>18.4%</b>	26.1%	14.0%	17.3%	30.0%	0.0%	-	19.7%	25.9%	21.4%	18.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	1.2%	<b>0.2%</b>	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.3%	0.0%
2020-21	2.4%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	91.8%	<b>98.1%</b>	100.0%	100.0%	98.4%	*	-	-	100.0%	100.0%	96.8%	-
Received TxCHSE	0.3%	0.3%	<b>1.0%</b>	0.0%	0.0%	1.6%	*	-	-	0.0%	0.0%	1.6%	-
Continued HS	3.5%	3.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.4%	4.2%	<b>1.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	1.6%	-
Graduates and TxCHSE	90.0%	92.2%	<b>99.0%</b>	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.6%	95.8%	<b>99.0%</b>	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
<b>Class of 2021</b>													
Graduated	90.0%	91.8%	<b>97.8%</b>	95.5%	94.7%	100.0%	-	*	-	*	88.9%	100.0%	100.0%
Received TxCHSE	0.3%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	3.5%	<b>1.1%</b>	4.5%	0.0%	0.0%	-	*	-	*	11.1%	0.0%	0.0%
Dropped Out	5.8%	4.3%	<b>1.1%</b>	0.0%	5.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	92.2%	<b>97.8%</b>	95.5%	94.7%	100.0%	-	*	-	*	88.9%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	95.7%	<b>98.9%</b>	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	94.4%	<b>98.9%</b>	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.3%	<b>1.1%</b>	0.0%	5.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	94.9%	<b>98.9%</b>	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.7%	<b>98.9%</b>	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2020</b>													
Graduated	92.2%	95.2%	<b>97.0%</b>	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Received TxCHSE	0.5%	0.4%	<b>1.0%</b>	0.0%	0.0%	2.1%	*	-	-	0.0%	0.0%	1.9%	*
Continued HS	1.1%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	3.7%	<b>2.0%</b>	3.4%	0.0%	2.1%	*	-	-	0.0%	0.0%	3.8%	*
Graduates and TxCHSE	92.7%	95.7%	<b>98.0%</b>	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	93.8%	96.3%	<b>98.0%</b>	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	95.6%	<b>97.0%</b>	96.6%	100.0%	95.7%	*	-	-	100.0%	100.0%	94.2%	*
Received TxCHSE	0.5%	0.6%	<b>1.0%</b>	0.0%	0.0%	2.1%	*	-	-	0.0%	0.0%	1.9%	*
Continued HS	0.5%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Dropped Out	6.2%	3.6%	<b>2.0%</b>	3.4%	0.0%	2.1%	*	-	-	0.0%	0.0%	3.8%	*
Graduates and TxCHSE	93.2%	96.1%	<b>98.0%</b>	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	93.8%	96.4%	<b>98.0%</b>	96.6%	100.0%	97.9%	*	-	-	100.0%	100.0%	96.2%	*
<b>Class of 2019</b>													
Graduated	92.6%	95.1%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Received TxCHSE	0.6%	0.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.6%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	4.1%	<b>2.6%</b>	4.8%	5.9%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
Graduates and TxCHSE	93.2%	95.7%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	95.9%	<b>97.4%</b>	95.2%	94.1%	100.0%	-	*	-	*	100.0%	97.7%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	91.8%	<b>96.2%</b>	100.0%	100.0%	95.2%	*	-	-	100.0%	100.0%	93.8%	-
Class of 2021	90.0%	91.8%	<b>97.8%</b>	95.5%	94.7%	100.0%	-	*	-	*	88.9%	100.0%	100.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	26.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	5.3%	<b>1.0%</b>	0.0%	0.0%	1.7%	-	-	-	0.0%	0.0%	0.0%	-
Class of 2021	3.8%	5.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	84.3%	83.2%	<b>75.2%</b>	70.0%	80.8%	71.7%	-	-	-	100.0%	5.6%	77.0%	-
Class of 2021	81.9%	82.1%	<b>82.2%</b>	81.0%	77.8%	83.7%	-	*	-	*	0.0%	75.0%	50.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	88.5%	<b>76.2%</b>	70.0%	80.8%	73.3%	-	-	-	100.0%	5.6%	77.0%	-
Class of 2021	85.7%	87.2%	<b>82.2%</b>	81.0%	77.8%	83.7%	-	*	-	*	0.0%	75.0%	50.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	19.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	88.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	5.7%	<b>1.1%</b>	0.0%	0.0%	1.9%	-	-	-	0.0%	0.0%	0.0%	-
2020-21	3.8%	4.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	82.2%	<b>75.8%</b>	70.0%	80.8%	72.2%	-	-	-	100.0%	11.1%	78.0%	-
2020-21	80.4%	80.8%	<b>81.1%</b>	81.8%	75.0%	81.8%	-	*	-	*	0.0%	73.3%	50.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	87.7%	<b>76.8%</b>	70.0%	80.8%	74.1%	-	-	-	100.0%	11.1%	78.0%	-
2020-21	84.1%	85.2%	<b>81.1%</b>	81.8%	75.0%	81.8%	-	*	-	*	0.0%	73.3%	50.0%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	District Count	District Percent	State Count	State Percent
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	95	100.0%	368,686	100.0%
<b>By Ethnicity:</b>				
African American	10	10.5%	45,227	12.3%
Hispanic	26	27.4%	191,125	51.8%
White	54	56.8%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	5	5.3%	8,641	2.3%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	22	23.2%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	1.1%	14,179	3.8%
Foundation H.S. Program (DLA)	72	75.8%	302,917	82.2%
<b>Other Graduates:</b>				
Special Education Graduates	18	18.9%	32,447	8.8%
Economically Disadvantaged Graduates	59	62.1%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	40,398	11.0%
At-Risk Graduates	57	60.0%	159,689	43.3%
CTE Completers	27	28.4%	107,502	29.2%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	70.9%	<b>95.8%</b>	90.0%	92.3%	98.1%	-	-	-	100.0%	88.9%	93.2%	-
2020-21	65.2%	63.9%	<b>80.0%</b>	81.8%	81.3%	78.2%	-	*	-	*	22.2%	68.9%	66.7%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	45.2%	<b>31.6%</b>	10.0%	42.3%	31.5%	-	-	-	20.0%	5.6%	27.1%	-
2020-21	52.7%	46.5%	<b>43.2%</b>	22.7%	31.3%	56.4%	-	*	-	*	0.0%	35.6%	0.0%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	47.2%	<b>44.2%</b>	20.0%	53.8%	42.6%	-	-	-	60.0%	5.6%	45.8%	-
2020-21	56.1%	51.4%	<b>54.7%</b>	40.9%	43.8%	63.6%	-	*	-	*	0.0%	55.6%	0.0%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	39.1%	<b>27.4%</b>	30.0%	30.8%	25.9%	-	-	-	20.0%	11.1%	23.7%	-
2020-21	45.7%	38.2%	<b>38.9%</b>	22.7%	31.3%	49.1%	-	*	-	*	0.0%	26.7%	0.0%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	33.2%	<b>23.2%</b>	10.0%	26.9%	24.1%	-	-	-	20.0%	5.6%	20.3%	-
2020-21	40.4%	33.0%	<b>36.8%</b>	18.2%	31.3%	47.3%	-	*	-	*	0.0%	26.7%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	7.7%	<b>5.3%</b>	0.0%	11.5%	3.7%	-	-	-	0.0%	0.0%	3.4%	-
2020-21	21.3%	8.0%	<b>3.2%</b>	0.0%	0.0%	5.5%	-	*	-	*	0.0%	0.0%	0.0%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	2.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
2020-21	2.6%	1.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	28.6%	<b>27.4%</b>	0.0%	38.5%	27.8%	-	-	-	20.0%	5.6%	23.7%	-
2020-21	25.9%	30.7%	<b>27.4%</b>	9.1%	12.5%	40.0%	-	*	-	*	0.0%	20.0%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	1.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
2020-21	4.4%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	45.3%	<b>89.5%</b>	90.0%	80.8%	94.4%	-	-	-	80.0%	88.9%	86.4%	-
2020-21	24.2%	31.6%	<b>56.8%</b>	72.7%	75.0%	43.6%	-	*	-	*	22.2%	51.1%	66.7%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	39.2%	<b>88.4%</b>	90.0%	80.8%	92.6%	-	-	-	80.0%	83.3%	86.4%	-

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.5%	<b>56.8%</b>	72.7%	75.0%	43.6%	-	*	-	*	22.2%	51.1%	66.7%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
2020-21	0.7%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	3.1%	<b>11.6%</b>	0.0%	11.5%	14.8%	-	-	-	0.0%	61.1%	10.2%	-
2020-21	2.4%	3.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	6.4%	<b>2.1%</b>	10.0%	0.0%	1.9%	-	-	-	0.0%	11.1%	1.7%	-
2020-21	4.4%	5.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	27.5%	<b>35.8%</b>	10.0%	46.2%	35.2%	-	-	-	40.0%	5.6%	33.9%	-
	2020-21	25.9%	31.5%	<b>35.8%</b>	22.7%	18.8%	47.3%	-	*	-	*	0.0%	31.1%	0.0%
Mathematics	2021-22	18.7%	19.8%	<b>25.3%</b>	20.0%	30.8%	24.1%	-	-	-	20.0%	5.6%	23.7%	-
	2020-21	19.4%	20.7%	<b>25.3%</b>	9.1%	18.8%	34.5%	-	*	-	*	0.0%	17.8%	0.0%
Both Subjects	2021-22	12.6%	14.3%	<b>22.1%</b>	10.0%	26.9%	22.2%	-	-	-	20.0%	5.6%	20.3%	-
	2020-21	14.4%	15.9%	<b>20.0%</b>	9.1%	12.5%	27.3%	-	*	-	*	0.0%	11.1%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	10.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
	2020-21	8.6%	11.3%	<b>23.2%</b>	27.3%	25.0%	20.0%	-	*	-	*	0.0%	33.3%	0.0%
Mathematics	2021-22	14.0%	13.4%	<b>3.2%</b>	20.0%	0.0%	1.9%	-	-	-	0.0%	5.6%	0.0%	-
	2020-21	10.3%	11.7%	<b>24.2%</b>	18.2%	25.0%	27.3%	-	*	-	*	0.0%	20.0%	0.0%
Both Subjects	2021-22	7.5%	6.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	-
	2020-21	4.9%	5.0%	<b>11.6%</b>	9.1%	18.8%	10.9%	-	*	-	*	0.0%	11.1%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	10.2%	<b>4.7%</b>	3.2%	8.8%	3.2%	*	-	*	0.0%	0.0%	2.4%	0.0%
	2021	21.1%	10.3%	<b>4.5%</b>	0.0%	2.3%	6.9%	-	*	-	0.0%	0.0%	2.0%	0.0%
English Language Arts	2022	13.2%	6.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
	2021	12.1%	5.6%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	2.0%	<b>2.6%</b>	3.2%	5.3%	1.1%	*	-	*	0.0%	0.0%	2.4%	0.0%
	2021	6.1%	2.3%	<b>3.0%</b>	0.0%	2.3%	4.3%	-	*	-	0.0%	0.0%	1.0%	0.0%
Science	2022	9.6%	3.3%	<b>3.1%</b>	0.0%	7.0%	2.1%	*	-	*	0.0%	0.0%	1.6%	0.0%
	2021	8.7%	3.7%	<b>3.0%</b>	0.0%	0.0%	5.2%	-	*	-	0.0%	0.0%	1.0%	0.0%
Social Studies	2022	12.5%	4.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	4.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	46.4%	<b>55.6%</b>	*	60.0%	*	-	-	-	-	-	*	-
	2021	48.6%	41.9%	<b>33.3%</b>	-	* 37.5%	-	-	-	-	-	-	*	-
English Language Arts	2022	53.2%	47.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	39.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	42.3%	<b>40.0%</b>	*	*	*	-	-	-	-	-	*	-
	2021	49.4%	47.9%	<b>33.3%</b>	-	* 40.0%	-	-	-	-	-	-	*	-
Science	2022	44.7%	46.5%	<b>50.0%</b>	-	*	*	-	-	-	-	-	*	-
	2021	41.4%	44.4%	<b>33.3%</b>	-	- 33.3%	-	-	-	-	-	-	*	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	32.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	49.7%	<b>55.8%</b>	30.0%	73.1%	50.0%	-	-	-	80.0%	16.7%	57.6%	-
	2020-21	70.8%	49.0%	<b>40.0%</b>	45.5%	18.8%	43.6%	-	*	-	*	11.1%	31.1%	0.0%
At/Above Criterion for All Examinees	2021-22	32.1%	27.7%	<b>15.1%</b>	*	21.1%	14.8%	-	-	-	*	*	8.8%	-
	2020-21	32.9%	27.6%	<b>28.9%</b>	0.0%	*	41.7%	-	-	-	*	*	21.4%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	1000	<b>974</b>	*	976	983	-	-	-	*	*	951	-
	2020-21	1002	993	<b>990</b>	851	933	1064	-	-	-	840	760	931	-
English Language Arts and Writing	2021-22	506	505	<b>500</b>	*	502	506	-	-	-	*	*	492	-
	2020-21	504	503	<b>506</b>	444	467	542	-	-	-	440	400	477	-
Mathematics	2021-22	496	495	<b>475</b>	*	474	477	-	-	-	*	*	459	-
	2020-21	498	491	<b>483</b>	407	467	522	-	-	-	400	360	454	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	19.2	*	-	-	-	-	-	-	*	-	*	-
	2020-21	20.0	19.5	<b>24.0</b>	-	-	24.0	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	18.9	*	-	-	-	-	-	-	*	-	*	-
	2020-21	19.6	19.2	<b>23.0</b>	-	-	23.0	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	18.8	*	-	-	-	-	-	-	*	-	*	-
	2020-21	19.9	19.2	<b>25.0</b>	-	-	25.0	-	-	-	-	-	-	-
Science	2021-22	19.8	19.5	*	-	-	-	-	-	-	*	-	*	-
	2020-21	20.3	19.9	<b>25.0</b>	-	-	25.0	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	38.1%	<b>47.7%</b>	42.9%	48.0%	50.9%	*	-	*	33.3%	39.3%	47.0%	37.9%
	2020-21	42.5%	37.4%	<b>35.9%</b>	32.0%	25.6%	45.6%	*	*	-	15.8%	25.0%	32.0%	23.1%
English Language Arts	2021-22	16.6%	13.5%	<b>5.1%</b>	0.0%	5.9%	6.9%	*	-	*	4.3%	2.2%	4.0%	0.0%
	2020-21	16.3%	14.2%	<b>8.2%</b>	1.7%	5.5%	13.0%	*	-	-	0.0%	0.0%	5.0%	0.0%
Mathematics	2021-22	19.9%	17.2%	<b>25.8%</b>	16.9%	25.0%	30.6%	*	-	*	15.4%	26.5%	22.2%	6.9%
	2020-21	19.3%	17.7%	<b>7.6%</b>	4.3%	7.1%	9.5%	*	*	-	5.6%	0.0%	6.8%	0.0%
Science	2021-22	21.1%	22.1%	<b>45.1%</b>	39.3%	44.7%	49.4%	*	-	*	33.3%	38.9%	44.0%	37.9%
	2020-21	20.6%	21.3%	<b>33.1%</b>	33.3%	21.1%	42.1%	*	*	-	15.8%	23.2%	28.2%	23.1%
Social Studies	2021-22	22.8%	13.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
	2020-21	22.8%	14.1%	<b>6.4%</b>	0.0%	4.3%	10.9%	*	*	-	0.0%	0.0%	3.8%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	46.0%	<b>42.7%</b>	54.5%	31.3%	41.1%	-	*	-	*	22.2%	40.0%	50.0%
	2019-20	46.1%	45.6%	<b>43.4%</b>	50.0%	47.4%	37.0%	*	-	-	40.0%	18.2%	41.2%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,414	100.0%	5,504,150	100.0%	1,414	100.0%	5,518,432	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	5	0.4%	17,201	0.3%	5	0.4%	25,110	0.5%
Pre-Kindergarten	82	5.8%	243,493	4.4%	82	5.8%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	82	5.8%	203,294	3.7%	82	5.8%	203,749	3.7%
Kindergarten	96	6.8%	367,180	6.7%	96	6.8%	367,633	6.7%
Grade 1	104	7.4%	399,048	7.2%	104	7.4%	399,419	7.2%
Grade 2	76	5.4%	395,639	7.2%	76	5.4%	395,969	7.2%
Grade 3	111	7.9%	393,583	7.2%	111	7.9%	393,871	7.1%
Grade 4	103	7.3%	393,765	7.2%	103	7.3%	394,020	7.1%
Grade 5	92	6.5%	395,111	7.2%	92	6.5%	395,384	7.2%
Grade 6	102	7.2%	399,341	7.3%	102	7.2%	399,557	7.2%
Grade 7	97	6.9%	409,362	7.4%	97	6.9%	409,566	7.4%
Grade 8	108	7.6%	425,589	7.7%	108	7.6%	425,758	7.7%
Grade 9	129	9.1%	477,875	8.7%	129	9.1%	478,101	8.7%
Grade 10	113	8.0%	436,752	7.9%	113	8.0%	437,002	7.9%
Grade 11	107	7.6%	385,894	7.0%	107	7.6%	386,246	7.0%
Grade 12	89	6.3%	364,317	6.6%	89	6.3%	366,512	6.6%
<b>Ethnic Distribution:</b>								
African American	298	21.1%	705,310	12.8%	298	21.1%	706,775	12.8%
Hispanic	381	26.9%	2,915,219	53.0%	381	26.9%	2,921,416	52.9%
White	647	45.8%	1,410,571	25.6%	647	45.8%	1,416,240	25.7%
American Indian	10	0.7%	17,920	0.3%	10	0.7%	17,976	0.3%
Asian	5	0.4%	280,306	5.1%	5	0.4%	280,742	5.1%
Pacific Islander	1	0.1%	8,696	0.2%	1	0.1%	8,718	0.2%
Two or More Races	72	5.1%	166,128	3.0%	72	5.1%	166,565	3.0%
<b>Sex:</b>								
Female	686	48.5%	2,688,496	48.8%	686	48.5%	2,693,780	48.8%
Male	728	51.5%	2,815,654	51.2%	728	51.5%	2,824,652	51.2%
Economically Disadvantaged	1,053	74.5%	3,415,987	62.1%	1,053	74.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	361	25.5%	2,088,163	37.9%	361	25.5%	2,097,215	38.0%
Section 504 Students	113	8.0%	407,619	7.4%	113	8.0%	407,904	7.4%
EB Students/EL	106	7.5%	1,269,408	23.1%	106	7.5%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	29	1.9%	87,162	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	77	5.4%	302,409	5.5%	77	5.4%	302,615	5.5%
Foster Care	8	0.6%	13,415	0.2%	8	0.6%	13,453	0.2%
Homeless	11	0.8%	72,534	1.3%	11	0.8%	72,654	1.3%
Immigrant	11	0.8%	122,390	2.2%	11	0.8%	122,504	2.2%
Migrant	3	0.2%	13,769	0.3%	3	0.2%	13,810	0.3%
Title I	774	54.7%	3,555,650	64.6%	774	54.7%	3,563,890	64.6%
Military Connected	6	0.4%	199,203	3.6%	6	0.4%	199,325	3.6%
At-Risk	727	51.4%	2,935,164	53.3%	727	51.4%	2,938,753	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	101	7.1%	1,278,846	23.2%	101	7.1%	1,279,697	23.2%
Career and Technical Education	542	38.3%	1,459,380	26.5%	542	38.3%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	343	78.3%	1,203,083	72.3%	343	78.3%	1,203,363	72.2%
Gifted and Talented Education	54	3.8%	453,585	8.2%	54	3.8%	453,689	8.2%
Special Education	223	15.8%	693,061	12.6%	223	15.8%	702,785	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	223		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	139	62.3%	305,800	44.1%				
Students with Physical Disabilities	28	12.6%	138,820	20.0%				
Students with Autism	18	8.1%	107,586	15.5%				
Students with Behavioral Disabilities	32	14.3%	130,018	18.8%				
Students with Non-Categorical Early Childhood	6	2.7%	10,836	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	216	16.6%	893,031	16.8%				
By Ethnicity:								
African American	51	3.9%	176,665	3.3%				
Hispanic	52	4.0%	462,284	8.7%				
White	90	6.9%	180,620	3.4%				
American Indian	4	0.3%	3,221	0.1%				
Asian	2	0.2%	38,716	0.7%				
Pacific Islander	1	0.1%	2,067	0.0%				
Two or More Races	16	1.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	49	20.9%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	8	8.8%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	157	16.5%	604,295	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	128	13.7%	751,495	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	1.1%	1.5%	22.2%	4.5%
Grade 1	7.7%	2.5%	0.0%	3.6%
Grade 2	1.2%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	1.3%	0.3%	14.3%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	7.4%	8.7%	0.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	0	0.0%	7,322	0.3%

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Class Size Averages by Grade and Subject  
 (Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	15.7	18.7
Grade 1	20.6	19.1
Grade 2	19.1	19.1
Grade 3	21.6	19.3
Grade 4	20.4	19.4
Grade 5	22.3	20.8
Grade 6	25.0	19.2
<b>Secondary:</b>		
English/Language Arts	15.2	16.2
Foreign Languages	22.0	18.8
Mathematics	14.3	17.5
Science	17.1	18.5
Social Studies	19.6	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	253.3	100.0%	763,729.4	100.0%
Professional Staff:	132.9	52.5%	489,326.8	64.1%
Teachers	106.0	41.9%	371,646.7	48.7%
Professional Support	14.0	5.5%	82,878.8	10.9%
Campus Administration (School Leadership)	9.8	3.9%	25,300.5	3.3%
Central Administration	3.0	1.2%	9,500.8	1.2%
Educational Aides:	52.0	20.5%	86,185.9	11.3%
Auxiliary Staff:	68.4	27.0%	188,216.7	24.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	4,258.0	n/a
Part-time Librarians	1.0	n/a	646.0	n/a
Full-time Counselors	4.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	75.0	29.6%	406,630.8	53.2%
<b>Teachers by Ethnicity:</b>				
African American	8.4	7.9%	44,033.4	11.8%
Hispanic	7.0	6.6%	110,015.9	29.6%
White	88.6	83.6%	203,967.5	54.9%
American Indian	1.0	0.9%	1,274.2	0.3%
Asian	1.0	0.9%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.1	0.1%	4,531.1	1.2%
<b>Teachers by Sex:</b>				
Males	26.5	25.0%	90,752.5	24.4%
Females	79.5	75.0%	280,894.2	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	1.1	1.0%	7,591.2	2.0%
Bachelors	83.5	78.8%	268,238.6	72.2%
Masters	21.4	20.2%	92,878.9	25.0%
Doctorate	0.0	0.0%	2,938.0	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	21.1	19.9%	36,179.6	9.7%
1-5 Years Experience	21.2	20.0%	97,667.0	26.3%
6-10 Years Experience	19.8	18.7%	76,209.5	20.5%
11-20 Years Experience	25.5	24.1%	101,173.2	27.2%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	12.4	11.7%	49,550.0	13.3%
Over 30 Years Experience	6.0	5.7%	10,867.4	2.9%
Number of Students per Teacher	13.3	n/a	14.8	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	7.5	6.1
Average Years Experience of Principals with District	7.0	5.3
Average Years Experience of Assistant Principals	1.5	5.2
Average Years Experience of Assistant Principals with District	1.5	4.4
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	10.6	11.0
Average Years Experience of Teachers with District:	4.1	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$40,218	\$53,300
1-5 Years Experience	\$41,232	\$56,516
6-10 Years Experience	\$44,603	\$59,732
11-20 Years Experience	\$54,972	\$63,389
21-30 Years Experience	\$57,896	\$67,876
Over 30 Years Experience	\$57,590	\$72,560
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$47,845	\$60,717
Professional Support	\$61,015	\$72,022
Campus Administration (School Leadership)	\$73,981	\$85,167
Central Administration	\$125,521	\$112,702
<b>Instructional Staff Percent:</b>		
Instructional Staff Percent:	60.4%	65.1%
<b>Turnover Rate for Teachers:</b>		
Turnover Rate for Teachers:	43.0%	21.4%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
<b>Contracted Instructional Staff:</b>		
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 WESTWOOD ISD (001908) - ANDERSON COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment:</b>				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	12.1	11.4%	19,907.7	5.4%
Compensatory Education	9.0	8.5%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	72.8	68.7%	262,398.5	70.6%
Special Education	5.7	5.4%	36,110.2	9.7%
Other	6.4	6.1%	13,069.7	3.5%

- Indicates there is no data for the item.
- \* Indicates results are masked due to small numbers.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)**  
 (To open link in a new window, press the "Ctrl" key and click on the link.)



# Westwood ISD Title I, Part A Program Plan

## Title I, Part A

LEA Plan Requirement	Description of Requirement
<b>Timely and Meaningful Consultation</b>	<p>Westwood ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 32 of the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee meetings are scheduled for the following dates: 09/24/2024, 10/15/2024, 12/04/2024, 01/15/2025, 02/12/2025, and 04/16/2025. The district will consult with and seek input from committee members to monitor the District Improvement Plan through three formative assessments (November, January, and March) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) by April. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May.</p>
<b>Coordination</b>	<p style="text-align: right;">84</p> <p>Westwood ISD will ensure that it coordinates its Title I, Part A program, and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> <li>● Title I, Part C</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● Head Start Act</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● ESSER II &amp; III</li> <li>● SCE</li> </ul> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs</p>

	included.
<b>Challenging State Academic Standards</b>	Westwood ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of ongoing teacher support for instructional coaching. Additionally, students receive targeted, small-group intervention instruction provided by two certified teachers, after-school tutorials with TEKS-aligned materials, and four paraprofessionals who work with small groups of students.
<b>Periodic Review and Revisions</b>	Westwood ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for November, January, and March and a summative evaluation scheduled for June to evaluate the effectiveness of the plan.
<b>Required Descriptions:</b>	
<p><b>Description #1:</b> 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"> <li>1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</li> <li>2. Identifying students who may be at risk for academic failure;</li> <li>3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and</li> <li>4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</li> </ol>	<p>Westwood ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees, and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine their effectiveness and ensure they meet the needs of students.</p> <p>Westwood ISD campuses have committees that meet a minimum of every six weeks to discuss students who are not performing successfully in their core subject area classes based on report cards, progress reports, and benchmarks. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized</p>

	<p>by students weekly. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes Collaboratives (PLCs) on each campus to share expertise and work collaboratively.</p>
<p><b>Description #2:</b> 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</p>	<p>Annually, during the spring and summer of each year, Westwood ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.</p> <p style="text-align: right;">86</p>
<p><b>Description #3:</b> How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)</p>	<p>The district provides guidance and technical assistance to campuses identified for school improvement in meeting the legal requirements. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, and administration and monitoring of local corrective actions.</p>
<p><b>Description #4:</b> The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Westwood ISD uses a composite of Direct Certification and a locally developed income survey form as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded with 01, 02, and 99.</p>
<p><b>Description #5:</b> The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where</p>	<p>Westwood Primary, Elementary, and Junior High have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing multiple measures of data. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based</p>

<p>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</p>	<p>strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.</p>
<p><b>Description #6:</b> 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</p>	<p><u>Enrollment:</u> The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</p> <p><u>Attendance:</u> The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth.</p> <p><u>Success:</u> The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or 87 have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</p>
<p><b>Description #7:</b> The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Westwood ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please use <a href="#">this link</a> to view our District PFE Policy for the 2024-2025 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p>
<p><b>Description #8:</b> 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,</p>	<p>Our pre-kindergarten classes are located on our primary campus. There are various transition activities, including field trips to the kindergarten classroom and eating lunch in the cafeteria. The Primary campus hosts separate parent meetings that focus on prekindergarten and kindergarten transitions, to assist parents in becoming familiar with the next grade level expectations. The pre-k classes visit kindergarten classrooms and kindergarten students visit 1st</p>

<p>including plans for the transition of participants in such programs to local elementary school programs</p>	<p>grade classrooms during the spring, for students to become familiar with what to expect when they move to the next grade level. The Pre-K program staff also assists families in obtaining the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-K students receive instruction based on a high-quality curriculum following the Pre-kindergarten Guidelines. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive instruction.</p>
<p><b>Description #9:</b> 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</p>	<p>N/A</p>
<p><b>Description #10:</b> 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> <ol style="list-style-type: none"> <li>1. Coordination with institutions of higher education, employers, and other local partners; and</li> <li>2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills</li> </ol>	<p>Westwood ISD implements strategies to facilitate effective transitions for students. From junior high to high school, the district provides an informational night for parents of seventh and eighth-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Junior high students also attend a career pathway day to explore available options in high school. New Freshman students attend a day camp before the school year to ease the transition to high school.</p> <p>Westwood ISD works hard to coordinate with its higher education partner and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
<p><b>Description #11:</b> 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</p>	<p>Westwood ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Westwood ISD has implemented a Multi-Tiered System of Supports (MTSS) and integrated behavioral supports.</p>

<p>rates of discipline, disaggregated by each of the subgroups of students</p>	
<p><b>Description #12:</b>          If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> <li>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</li> <li>2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.</li> </ol>	<p>Westwood ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. Every Junior High student takes a semester of interpersonal studies and a year of Business Information Management. Students are shown each high school pathway via student-created videos and in-person tours. Junior High students can take Principles of Agriculture in eighth grade and receive high school credit.</p> <p>High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, industry mentors, and internship opportunities. A large percent of high school students graduate with four or more classes in a specific pathway as well as an industry-based certification that can help them gain a competitive edge when applying for jobs out of high school. We currently offer seven pathways, each ending in a TEA industry-based certification.</p> <p>The district evaluates local labor market data annually to ensure the programs of study offered are aligned with high-demand, high-wage jobs in the area.</p>
<p><b>Description #13:</b>          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> <ol style="list-style-type: none"> <li>1. Assist schools in identifying and serving gifted and talented students; and</li> <li>2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</li> </ol>	<p>N/A</p>

## Title II, Part A DIP Requirements

Title II, Part A	
LEA Plan Requirement	Description of Requirement
<b>Alignment of Activities to the Challenging State Academic Standards</b>	<p>Westwood ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP about the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
<b>Meaningful Consultation</b>	<p>Westwood ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on pages 34-35 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: 09/24/2024, 10/15/2024, 12/04/2024, 01/15/2025, 02/12/2025, and 04/16/2025. The district will consult with and seek input from committee members to monitor the District Improvement Plan through three formative assessments (November, January, and March) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) by April. All staff members will complete professional development effectiveness surveys upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well.</p>

**Coordination**

Westwood ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title V, Part B
- Individuals with Disabilities Act (IDEA)
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- ESSER III
- SCE

Program coordination with community partners, such as ACCESS to provide mental health training to staff also takes place routinely.

Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.

**Prioritization of Funds**

Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.

<b>System of Professional Growth and Improvement</b>	Westwood ISD has a district-wide system of Professional Growth and Improvement. Please see the following link to view the description of the system of professional growth and improvement. <a href="#">2024-2025 Professional Learning Handbook</a>
<b>Private Nonprofit School Participation</b>	Each March, Westwood ISD directly communicates with all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance by posting the date, time, and location of a PNP interest meeting. This post is made on the district’s website and Facebook page. Consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultations throughout the year to monitor the effectiveness of the services provided.

Appendix- Title IV, Part A DIP Requirements

Title IV, Part A	
LEA Plan Requirement	Description of Requirement
<p><b>Description of Funded Programs and Activities, Program Objectives, and Intended Outcomes Related to Well-Rounded Education</b></p>	<p>Westwood ISD funds the following programs and activities to support <b>well-rounded education</b>: Robotics activities</p> <p>Westwood ISD funds the following programs and activities to support <b>safe and healthy students</b>: School Counselor Professional Learning, Social Emotional Learning Program/Curriculum</p> <p><b><u>OMO 1</u></b> Objective: Westwood ISD will provide well-rounded education opportunities for students through a district-wide robotics program.</p> <p>Outcome: Westwood ISD will increase student involvement in robotics with 100% of campuses engaging in robotics programming by May 2024.</p> <p>Goal 2 Performative Objective 2 Strategy 2</p> <p><b><u>OMO 2</u></b> Objective: Westwood ISD will provide well-rounded education opportunities for students through educational field trips with TEKS related activities that provide college and career readiness activities, team building and diverse learning opportunities.</p> <p>Outcome: Westwood ISD will increase college and career readiness by ensuring that 75% of students in grades 3-12 participate in educational field experiences by May 2024.</p> <p>DIP Goal 2 Strategy 8</p> <p>Westwood ISD will evaluate the progress of these program objectives and intended outcomes three times a year (November, March, and May). The district will report on progress status to</p>

	<p>TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the district determines they are necessary at the time of evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.</p>
<p><b>Meaningful Consultation</b></p>	<p>The Westwood ISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found on pages 34-35 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee/Title IV, Part A meetings are scheduled for the following dates: TBD. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.</p>
<p><b>Prioritization of Funds</b></p>	<p>Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus needs, as established by the criteria listed above. Notes related to the rationale for expenditures by campus are included in the spreadsheet.</p>

## 2024-2025 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<b>Priority for Service Criteria</b>	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have failed one or more of the state assessments (STAAR), or were granted an EB Postponement,<sup>95</sup> were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u></li> <li>● For students in grades K-2, who have been retained, or are over age for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

<b>School District: Westwood ISD</b>	<b>Priority for Service (PFS) Action Plan</b>	<b>Filled Out By: Tiffany Carwell</b>
<b>Region: 7</b>		<b>Date: 05/28/2024</b>

**School Year: 2024-2025**

*Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).*

<b>Goal(s):</b>  100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	<b>Objective(s):</b>  To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Before the end of each month, August 2024-July 2025	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Before 1 <sup>st</sup> Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	ongoing	district migrant contact, principal, teacher or district-assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	end of each grading period	District staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	ongoing	MEP staff	calendars, meeting notes

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<b>Additional Activities</b>			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ The district’s Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district’s Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
<b>Additional Activities</b>			
▪			

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\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Westwood ISD and ESC Migrant Contacts	September, 2024 and April, 2025	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Westwood ISD and ESC Migrant Contacts	September, 2024 and April, 2025	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Westwood ISD and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Westwood ISD and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Westwood ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

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Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOEes	Completed COE
Review ECOEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	ECOEes	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2024- November 1, 2024. For 2 yr old turning 3, on or after 3rd birthday	ECOEes, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant	Letter and a copy of the COE is sent to District Migrant Contact	ESC7 Migrant Department	Within 7 days of entry into NGS.	ECOE, letter	District's receipt of letter

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Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2025	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	ECOEs	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2025	ECOEs, TEA guidance	TEA report

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Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with	MEP staff	Ongoing	List of entities	Calendars, agendas, data

**Strategy 3: Family and Community Relations and Coordination** Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

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Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Westwood ISD	September - October 2024	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Westwood ISD	November, 2024	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Westwood ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Westwood ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

**Westwood Independent School District**  
**District Improvement Plan**  
**2024-2025 Formative Review with Notes**



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# Goals



**Goal 1:** Westwood ISD aspires to develop students who display strong character and are logical, ethical decision makers.



**Performance Objective 1:** By May 2025, district-wide implementation of character education, social-emotional guidance, and discipline referrals will lead to a decrease of 10% in disciplinary classroom removals.




**Evaluation Data Sources:** Discipline Referral Data (Skyward, TSDS)

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Implement a character program for PK-12 to emphasize and promote positive character traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior reinforcement characteristics in students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus counselors</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>The district's program that targets positive character traits continues to be implemented, emphasizing the elementary grades. District and campus staff are meeting to explore options that provide deeper connections to character development with WISD students.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Implement systemic practices across the district that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a clear understanding of proper social interactions and well being.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Campus Teachers</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> 70%</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> 80%                      The Hello Life Conference at the middle school targets some of these areas. This event was a success. The elementary campus will hold a similar event on February 7.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> The SHAC shall meet on a regular basis to review and make recommendations pertaining to the Coordinated School Health Program, policies, and additional health related programs.</p> <p><b>Strategy's Expected Result/Impact:</b> District will be a healthy and safe environment for all stakeholders. Encouragement of parent involvement will increase throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Federal/Special Programs Director School nurse(s) SHAC Committee</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> 25%                      108</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> 75%                      Thus far, the SHAC has held three successful meetings for the 2024-2025 school year. The final meeting is scheduled for April 1, 2025</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Sustain the district comprehensive guidance plan to coordinate activities and goals among campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> To sustain a vertically aligned guidance plan that will be exposed to all students throughout the district.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 10%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> School counselors have updated the comprehensive guidance plan. This has been a collaborative approach to ensure activities are coordinated.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Continue implementation of the ESTEEM program in grades 5-9. This curriculum addresses in-depth 12 risky behaviors and 9 character-building skills as well as many other pertinent topics.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 45%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 109 The implementation of this program is ongoing throughout the second semester.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Westwood ISD will increase opportunities for student voice pertaining to their district/school culture and impact it has on their learning and personal development through campus ThoughtExchanges and surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will develop further sense of agency regarding their learning and deeper sense of belonging in Westwood ISD.</p> <p><b>Staff Responsible for Monitoring:</b> District Administrators Campus Administrators All campus staff</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> 60%</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b> Surveys are sent out to capture student voice.</p> <p> 80%</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>





Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Continue utilization of police officers on each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer schools with the visibility, positive interactions and community engagement of the officers on each campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> 100%</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>                      110</p> <p> 100%</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p> 100%</p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>





 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue







**Goal 2:** Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).





**Performance Objective 1:** By the end of the 2024-2025 school year, 100% of students in each student group will show growth in both the reading and mathematics diagnostic assessments.







**Evaluation Data Sources:** STAAR state assessment results reflecting subgroups in the State Accountability, RDA and TAPR report

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Utilize TEKS Resource System aligned curriculum with Implementing the TEKS pacing tools and TEXGuide activities to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitoring growth between performance assessments in TEKS Resource System units and re-teaches.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Classroom Teachers</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> Campuses continue to implement TEKS and ELPS.</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p> <p style="text-align: right;">111</p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Continue a cohesive district assessment calendar for 2024-2025, including CBA (curriculum-based assessments), local benchmarks, Benchmark Assessment BOY/MOY/EOY (MAP/IReady), mClass, and AP, SAT, ACT, TSIA, and any other exams used to monitor student growth and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> To create consistency and awareness across the district related to local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches District Testing Coordinator Teacher Leaders</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> The district assessment calendar is in place and is consistently carried out throughout the district.</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> Provide ongoing professional development, coaching and feedback to utilize the literacy framework to ensure alignment of literacy instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy development in students grades PK-12.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Classroom Teachers Instructional Support Staff</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Weekly Collaboratives - on target - specific to literacy and individual needs and areas of growth - ongoing</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> Continue MTSS instructional practices to foster growth for all students resulting in academic success in literacy and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Students served through intervention programs will show growth on both local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Campus Counselors Classroom Teachers Instructional Support Staff</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p style="text-align: right;">112</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> MTSS meetings are held consistently to targets student needs and progress</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> Provide continued professional learning, coaching, and modeling of both instructional strategies including blended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student agency, goal setting, and self-monitoring as students take ownership of their own learning and understand how to use technology as a tool of a scholar.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Technology Staff Teachers</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Students are encouraged to use technology as a learning tool</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> Provide administrators, teachers, and paraprofessionals high quality, ongoing professional development aligned to the TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure quality instruction as shown on T TESS and data.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Teachers</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p> 	<p><b>June Evidence of Progress</b></p>





Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Continue participation in Title III SSA with Region 7 ESC for services to ensure high academic standards for Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Paraprofessionals, teachers, and administrators have attended training through Region 7 as part of our SSA.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Provide intentional coaching cycles to support teacher growth and development across the district, assisting teachers with teaching and learning strategies by modeling, coaching, and feedback resulting in higher student engagement and learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth of students in both reading and mathematics as well as student engagement and learning outcomes as evidenced by formative and summative assessments aligned to TEKS and teacher-developed Student Learning Objectives (SLOs).</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p><b>Jan</b> <b>January Evidence of Progress</b> 114 This has been a big part of the district's work around literacy.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 9 Details	Reviews	
<p><b>Strategy 9:</b> Provide professional learning through the Professional learning communities framework to ensure effective collaboratives for all administrators, teachers, and paraprofessionals.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective collaboratives that increase rigor in student work based on data</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Teachers</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Collaboratives are ongoing. Results are showing huge gains in professional learning.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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

**Goal 2:** Westwood ISD will build a strong academic foundation better preparing students for college, career, and military readiness (CCMR).







**Performance Objective 2:** Westwood ISD will implement district wide programs to increase the opportunities for students to meet college, career, and military readiness standards (CCMR).

**Evaluation Data Sources:** Increased number of student enrollment in post-secondary institutions, number of students intending to enlist in the military, Industry-Based Certifications and endorsements, and increase participation and performance on TSI, SAT, ACT, and ASVAB.

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Enhance professional development to inform faculty of CCMR standards and develop campus specific plans for implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR standards will be implemented in daily teaching and learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors CTE Coordinator Teachers</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
<p><b>Strategy 2:</b> Maintain Programs of Study for students and parents including information about each high school pathway, courses, aligned dual credit courses, industry-based certificates, and workforce information including potential jobs and pay to better prepare students for post-secondary education. Implement experiences within robotics, coding and technology that fosters creativity, critical thinking, and technical skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand how to be better prepared for their post-secondary setting.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration CTE Coordinator Campus Administration Campus Counselors Campus Staff</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Students are heavily involved in selecting their 4 year plans</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b>      116</p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> Provide an informational parent guide consisting of meetings, dates, and upcoming opportunities. (i.e. College application procedures, FAFSA application, scholarship opportunities, available industry based certifications, and military careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will be informed of possible post-secondary opportunities with an increase in participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators CTE Coordinator Counselors</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> FAFSA night coming up</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> Host College Week throughout the district. Encourage all students and employees to wear college colors all week.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will have a culture of college, career and military awareness and readiness.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p style="text-align: right;">117</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> This goal will be revised for the 25-26 SY to reflect college awareness throughout the school year.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>




Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> Continue to pay for students' first attempt at SAT/ACT tests or TSI upon completion of online prep sessions, as available, to better prepare students for the exams. Offer ASVAB for all interested students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared for college and military.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Counselors</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
June		June Evidence of Progress
Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> Continue Dual-Credit partnerships with local colleges/universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will graduate from high school having already completed several college courses.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors</p>	Nov	November Evidence of Progress
		118
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
June		June Evidence of Progress





Strategy 7 Details	Reviews	
<p><b>Strategy 7:</b> Maintain age-appropriate college and career field trips and experiences to enhance student connection to real world opportunities in grades PK-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Deeper exposure to college and career opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration CTE Coordinator Campus Counselors</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Campuses are scheduling college experience opportunities for the second semester. They will also look into utilizing college ambassadors to speak to students in-district.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="472 657 672 722">  No Progress         </div> <div data-bbox="766 657 997 722">  Accomplished         </div> <div data-bbox="1081 657 1344 722">  Continue/Modify         </div> <div data-bbox="1438 657 1638 722">  Discontinue         </div> </div>		





**Goal 3:** Westwood ISD will recruit, support, and retain teachers and principals through a systemic evaluation process resulting in a decrease in teacher and principal turnover rate.






**Performance Objective 1:** 100% of all students will be taught by highly effective and qualified teachers and 100% of paraprofessionals will be high quality and SBEC certified.







**Evaluation Data Sources:** Certification data of teachers from SBEC, Equity Plan

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Westwood ISD will pay above the state-base for certified teachers to attract quality applicants, and provide stipends to secondary math, science, and Spanish teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Westwood ISD will attract high quality applications by paying above state -base.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent District Administration Payroll Department</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Westwood pays about the state base and provides for the positions mentioned.</p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b> 120</p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Continue to provide extra local leave days for staff use and to offer a "Buy Back" plan for unused local leave days.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will use local leave days only when necessary resulting in high staff attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Payroll Department</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> The plan is to continue to offer the Buy Back plan. This is pending school board approval.</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> Recognize staff members who exemplify the Westwood ISD Profile of an Educator and PANTHER Core Values through teacher of the month, teacher of the year program, campus and district employee celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher staff morale.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Action Teams</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> 121</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> Encourage enrollment and participation in "Ready, Set, Teach" program to prepare students to pursue a teaching degree and certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will pursue an education in teaching and return to Westwood ISD to teach.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus Counselors</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> Conduct recruitment activities to ensure highly qualified personnel in all positions. Participate in local university job fairs, postings on multiple sites/organizations, virtual job fairs, maintain active website and explore alternative certification programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruitment of high quality personnel.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p style="text-align: right;">122</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Incorporation of Strategic Staffing Grant with Region 7 and SFA.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>



Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> Provide New Employee orientation and mentoring services for new to profession teachers recently hired by the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Recently hired staff and teachers will become prepared for the upcoming school year resulting in a decrease staff turnover.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Instructional Coaches Campus Mentor Teachers</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> New Employee Orientation was provided. Mentoring services continue throughout the school year.</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews	
<p><b>Strategy 7:</b> Provide professional development in areas identified by needs assessments and those required by the state (conflict resolution, discipline management, technology integration, violence prevention and intervention, blood-borne pathogens exposure control).</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Campus personnel</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> Required training completed by all staff</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p> <p style="text-align: right;">123</p>









Strategy 8 Details	Reviews	
<p><b>Strategy 8:</b> Assist teachers in maintaining certification or attaining certification as approved including alternative certification programs if appropriate.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure all teaching staff are highly qualified within their teaching field.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist Campus Administration Campus teacher mentors</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> Exploring ideas to provide additional support...building confidence. Entered a partnership with ACU to support certification for paras, teachers, etc. - fully online</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>		

**Goal 4:** Westwood ISD will improve all relationships through effective, open, two-way communication with all stakeholders.

**Performance Objective 1:** Westwood ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

**Evaluation Data Sources:** Parental, staff, and community participation through logs, feedback, and surveys.







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to encourage parent and community participation by expanding the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the local newspaper, the school district's website, videos, Facebook, Twitter, and ParentSquare.</p> <p><b>Strategy's Expected Result/Impact:</b> Transparent communication with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Technology Director, Communications Specialist, District Administration Campus Administrators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 80%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> ParentSquare improvements - text messaging is now in place Social Media continues to be one of our most impactful modes of communication for most information.</p> <p><b>Mar</b> <b>March Evidence of Progress</b> 125</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide Substitute Teacher Orientation to inform substitutes of Westwood ISD policies and procedures. Provide training on interpersonal skills and relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Model and communicate procedures, positivity, and mentoring of students to community assisting in the absence of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Human Resource Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 45%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Substitute training is provided periodically. We may need to hold more training opportunities and stay consistent.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> Host activities to involve parents and community such as Meet the Teacher, Meet the Panthers, Open Houses, curriculum nights, career days, family nights, STAAR nights, Coffee with the Counselors/ Principals, Facebook Live, virtual meetings, and other opportunities for engagement including a districtwide parent volunteer program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental engagement.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration Counselors Testing Specialist</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> EL/MS Community Feedback Meeting January 2025, MS - Book Fair/Family Night, HS - Dual Credit Night, PR - Literacy Nights</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> Consistently include parents and community members in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent input and engagement in district/campus processes and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p style="text-align: right;">126</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Communication is consistent. The Director of Special Programs follows up via ParentSquare with stakeholders who miss committee meetings.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>		

**Goal 5:** Westwood ISD ensures fiscal stability so that resources remain available for proper academic operations.

**Performance Objective 1:** Westwood ISD will operate in a fiscally sound manner.






**Evaluation Data Sources:** Audits and reports






Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Detailed budgeting, prudent investing monitoring of expenses and cost cutting efforts through public transparency efforts available online and through board meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain transparent and sound communication.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Ongoing. All school board meeting information is found on the district's website.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b> 127</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="478 889 667 943">  No Progress         </div> <div data-bbox="772 889 989 943">  Accomplished         </div> <div data-bbox="1094 889 1339 943">  Continue/Modify         </div> <div data-bbox="1444 889 1629 943">  Discontinue         </div> </div>		






**Goal 6:** Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

**Performance Objective 1:** Westwood ISD will implement best practices for safe and orderly schools.

**Evaluation Data Sources:** Surveys, SHAC, counseling records, building, and maintenance reports safety evaluations, discipline records.

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Engage with the board, staff, and community to continually assess next steps for district buildings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student safety and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent District Administration Campus Administration</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b> 128</p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Provide and track CPR/First Aid/Health required training for coaches, band directors, cheerleader sponsor, bus drivers, and high school seniors.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of required participants will be CPR/First Aid certified.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Athletic Director Campus Nurses</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews	
<p><b>Strategy 3:</b> Ensure each campus has a trained Crisis Prevention Intervention core team.</p> <p><b>Strategy's Expected Result/Impact:</b> Proactive safety across the district with 100% trained staff teams.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Director of Maintenance Campus Nurses</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> Create a learning environment of high expectations for all students through strict enforcement of Code of Conduct, shared pride in accomplishments and appearance, and include counseling, character education, Red Ribbon activities, digital citizenship and safe internet use.</p> <p><b>Strategy's Expected Result/Impact:</b> Bringing awareness to students and staff to ensure safety post K-12 education.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Law Enforcement</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b> 129</p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews	
<p><b>Strategy 5:</b> SHAC continue to meet regularly to address district-wide health and safety concerns and report to school board annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue a culture of proactive school health and safety awareness across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director SHAC members</p>	Nov	November Evidence of Progress
		
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
		
June		June Evidence of Progress
Strategy 6 Details	Reviews	
<p><b>Strategy 6:</b> Ensure updates for all departmental plans to include:</p> <ul style="list-style-type: none"> <li>--Annual Compliance Training through Eduhero</li> <li>- Annual Table Top Scenario Drills</li> <li>- Required Campus Drills</li> <li>- Emergency Management Drills</li> <li>- Child Abuse Awareness</li> <li>- Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor)</li> <li>- Develop an emergency preparedness plan</li> <li>- Continue and expand the Guardian Program</li> <li>- Add surveillance equipment as needed</li> <li>- Additional outside WiFi access points</li> <li>- AED placement and training</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Preparation in the event of an emergency 100% of staff and students respond appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administrators Site Based Decision Making Team Superintendent Safety Audit Coordinator Technology Director Transportation Director</p>	Nov	November Evidence of Progress
		130
	Jan	January Evidence of Progress
		
	Mar	March Evidence of Progress
	June	June Evidence of Progress



No Progress Accomplished








Continue/Modify Discontinue



**Goal 6:** Westwood ISD plans to continually upgrade facilities to include new technology and provide a safe and healthy environment for all students.

**Performance Objective 2:** Utilize technology consistently in the delivery of instruction that engages students in a way that is consistent and natural in the learning process and is aligned to the TEKS and the WISD adopted curriculum.

**Evaluation Data Sources:** Increase technology usage of both devices and instructional programs as evident through classroom observations.

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Maintain a effective and relevant district-wide plan to support student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive plan to phase in throughout multiple years, meeting the needs of learners.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Director of Technology District Site Based Committee</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p> <p style="text-align: right;">132</p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Professional development plan for both instructional technology and general technology program use.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased usage of technology within daily instruction as observed through walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Technology Director Instructional Coaches</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b> The district continues to support students with safe internet use.</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>



No Progress Accomplished



Continue/Modify Discontinue



9. **January Formative Review with Notes**
10. **Comprehensive Needs Assessment and 2025-2026 DIP**
- 11.

- **CNA Draft Questions to Consider for CNA**
- **Goal-Performance Objective-Strategies Draft**
- **25-26 Title I Program Plan Draft**
- **25-26 Title II Program Plan Draft**
- **25-26 Title IV Program Plan Draft**

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**Westwood Independent School District**  
**District Improvement Plan**  
**2025-2026 Comprehensive Needs Assessment**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westwood Independent School District is situated in the rural setting of Palestine, Texas, providing a unique educational environment that reflects the close-knit community it serves. As a 3A district, we cater to a student population of approximately 1,384.

Four Schools: (grade levels as of 2025-2026 SY)

Campus	Grade Span	Student Population
Westwood Primary School	EE-2	378
Westwood Elementary School	3-5	300
Westwood Middle School	6-8	301
Westwood High School	9-12	405

The district's stakeholders include students, staff, parents, community members, and local business owners. Stakeholders are invited to participate in the District Site Based Decision Making Committee where improvement planning and implementation are discussed and reviewed at periodic meetings throughout the school year. Stakeholders can also provide input through surveys and various, ongoing feedback opportunities.

According to the information in the 2023-2024 TAPR, WISD has the following:

Student Information	Percent
Migrant	0%
Experiencing Homelessness	0.9%
Special Education	16.8%
Emergent Bilingual	6.8%
At-Risk	49.5%
Gifted and Talented	5.3%
Student Mobility(22-23 rates)	15.5%
Dropout Rate	0%
Ethnic Distribution	Percent
African American	20.0%
Hispanic	25.8%

<b>Ethnic Distribution</b>		<b>Percent</b>	
White		48.1%	
American Indian		0.7%	
Asian		0.4%	
Pacific Islander		0.0%	
Two or More Races		5.1%	
<b>Class of 2023</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Graduated	99.0%	91.6%	90.3%
Continued HS	1.0%	3.8%	3.1%
Dropped Out	0.0%	4.3%	6.3%

WISD has 107 teachers who make up 42.4% of the total professional staff.

<b>Teacher Ethnicity</b>		<b>Percent</b>	
African American		14%	
Hispanic		13.5%	
White		78.5%	
American Indian		0.9%	
<b>Teachers by Sex</b>		<b>Percent</b>	
Males		30.5%	
Females		71.6%	
<b>Teachers by Highest Degree Held</b>		<b>Percent</b>	
No Degree		4.6%	
Bachelors		74.7%	
Masters		27.5%	
<b>Teachers by Years of Experience</b>	<b>District Percent</b>		<b>State Percent</b>
Beginning Teachers	14%		8.7%
1-5 Years Experience	29.1%		27.4%
6-10 Years Experience	14.9%		20.2%
11-20 Years Experience	22.4%		27.1%
21-30 Years Experience	11.2%		13.7%

Over 30 Years Experience	8.4%	3.0%
Turnover Rate for Teachers	30%	19.1%

Number of Student per Teacher	12.7	14.7
<b>Experience of Campus Leadership</b>	<b>District</b>	<b>State</b>
Average Yrs Experience of Principals	5.0	6.0
Average Yrs Experience of Principals w/ District	4.0	5.1
Average Yrs Experience of Assistant Principals	1.8	5.1
Average Yrs Experience of Assist Principals w/ District	1.8	4.3

For further information, the 2023-2024 TAPR is an addendum on this plan.

### Demographics Strengths

- Graduation rate is above the region and state average
- Low drop-out rate
- The district has a defined process for identifying students for program services
- CTE Completers for the district was at 46.7% in comparison to the state at 31.0% - per 2023-2024 TAPR Data

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 16.8% of students are served through the special education program; the state average is 13.9%.

# Student Achievement

## Student Achievement Summary

See 2023-2024 TAPR attached

## Student Achievement Strengths

100% of students participated in STAAR for 2023-2024

3rd Grade STAAR Reading increased from 57% to 66% in Approaches Grade Level

3rd Grade STAAR Reading increased from 29% to 43% in Meets Grade Level

3rd Grade STAAR Math increased from 57% to 65% in Approaches Grade Level

3rd Grade STAAR Math increased from 29% to 36% in Meets Grade Level

6th Grade STAAR Math is above state and region with 73%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** STAAR Reading in all grade levels is 15 percentage points below the state average with only 39% of students Meeting Grade Level.

**Root Cause:** WISD teachers need ongoing, job-embedded support in literacy instruction.

**Problem Statement 2:** STAAR Math in all grade levels is 15 percentage points below the state average with only 28% of students Meeting Grade Level.

**Root Cause:** WISD teachers need ongoing, job-embedded support in math instruction.

# District Culture and Climate

## District Culture and Climate Summary

Westwood ISD students and staff demonstrate the characteristics of a prideful panther:

**Positive** - Panthers will remain focused on the opportunities available in every challenge.

**Active** - Panthers create a positive environment by being engaged and involved.

**Noble** - Panthers treat others kindly and do the right things even when no one is watching.

**Teamwork** - Panthers work together and lift each other up.

**Heartful** - Panthers are compassionate and are always thinking of others.

**Excellence** - Panthers perform at their personal best and BELIEVE in themselves and others.

**Ready** - Panthers are ready to learn!

At WISD, we believe that students have a place to belong. Our district culture is designed to provide numerous opportunities for students to engage and grow, ensuring that each individual can find their niche and thrive within our community. We believe that a supportive and inclusive atmosphere is essential for student success, and we work diligently to maintain this environment.

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Our fine arts programs are a testament to our commitment to providing a comprehensive education. We offer a variety of programs, including theatre, art, choir, band, drill team, and color guard, allowing students to explore and develop their creative talents. These programs not only enhance artistic skills but also foster teamwork, discipline, and self-expression.

In addition to the fine arts, we offer a robust selection of athletic programs. Students have the opportunity to participate in sports such as cross country, track, volleyball, football, soccer, basketball, softball, powerlifting, tennis, and summer athletic programs. These activities promote physical fitness, teamwork, and sportsmanship, contributing to the overall development of our students.

Students are encouraged to become involved in campus activities such as National Honor Society, National Junior Honor Society, Elementary Honor Society, Student Council, Robotics, Fellowship of Christian Athletes, academic clubs, and various other offerings that provide students with well-rounded educational opportunities.

At WISD, we are proud to offer our students the opportunity to engage in our comprehensive Career and Technology Education (CTE) programs. These programs are designed to equip students with practical skills and knowledge in various fields, preparing them for future careers. Our CTE Programs of Study encompass a diverse range of disciplines, including Animal Science, where students can explore the intricacies of animal care and management. In Law Enforcement, students gain insights into the criminal justice system and the skills necessary for a career in public safety. The Welding program provides hands-on experience in metalwork, fostering technical proficiency and craftsmanship.

Additionally, our Health Science program offers students a foundation in medical knowledge and patient care, essential for those interested in pursuing careers in healthcare. The Construction program introduces students to the principles of building and design, preparing them for roles in the construction industry. Marketing & Sales education equips students with the strategies and techniques needed for success in the business world. Lastly, our Education program inspires future educators by providing them with the tools and understanding necessary to excel in teaching and educational leadership. Through these programs, WISD is committed to nurturing the talents and aspirations of our students, ensuring they are well-prepared for their chosen career paths.

We encourage students to become actively involved in campus activities, recognizing the value of participation in building a strong school community. Engagement in these activities

helps students develop leadership skills, build lasting relationships, and create a sense of pride and ownership in their school experience.

### **District Culture and Climate Strengths**

- Various opportunities for student participation
- Established core values and expectations
- Robust CTE Department
- The Marketing Department and each campus consistently utilize social media and ParentSquare to highlight student and staff engagement, student learning, and other happenings across the district

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

WISD staff has an unbelievable desire to be excellent and to improve their craft on a daily basis.

In our district, we employ a variety of recruiting methods to ensure that we attract well-rounded staff members who can contribute positively to our educational environment. This approach allows us to build a diverse and dynamic team that is equipped to meet the needs of our students and community effectively.

Each year, we host the New Employee Academy at the start of the school year, which serves as an orientation and professional development opportunity for new staff members. This event is designed to be both enjoyable and informative, setting a positive tone for the year ahead and helping new employees integrate smoothly into our district.

For teachers who are new to the profession, we provide additional support by pairing them with experienced mentor teachers. This mentorship program is crucial in offering guidance and support, helping new teachers navigate their first year with confidence. The New Employee Academy also facilitates initial interactions between new teachers and their mentors, fostering early connections that are vital for ongoing support.

To ensure the effectiveness of our mentorship program, the Assistant Superintendent of Curriculum, Instruction, and Leadership plays an active role in overseeing the support provided by mentors. They also organize monthly meetings with new teachers to address any challenges and provide continuous support throughout the school year, ensuring that our new educators have the resources and guidance they need to succeed.

## Staff Quality, Recruitment, and Retention Strengths

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- Multiple methods are utilized for staff recruitment - employment opportunities posted on the district website, Region 7 ESC, social media, and TASA; job fair attendance • New employees are provided with many opportunities to get to know the district before students return from the summer break
- The district uses feedback to continue to adapt and strengthen the New Employee Academy

The turnover rate for WISD teachers stands at 30%, which is notably higher than the state average of 19%. This statistic highlights a significant area of concern that we are actively addressing. Our focus is on understanding the underlying causes of this elevated turnover rate and implementing strategic measures to enhance teacher retention. By fostering a supportive and engaging work environment, we aim to reduce turnover and ensure that our students benefit from the stability and continuity of experienced educators.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The turnover rate for WISD teachers stands at 30%, which is notably higher than the state average of 19%.

**Root Cause:** What is the root cause?

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

WISD Curriculum and Instruction is lead by the Assistant Superintendent of Curriculum, Instruction, and Leadership and supported by campus leadership and Instructional Coaches who provide daily support on each campus. Instructional materials are selected by a team of district stakeholders. The district implements instructional support through ongoing, job-embedded professional learning funded through federal, competitive, and non-competitive grants.

Campus leaders and instructional coaches collaborate with educators on a weekly basis utilizing the PLC model. At the end of every six weeks, staff are provided with a planning day to review data from the previous six weeks and plan for the upcoming grading period.

During the 2024-2025 school year the district began the work of upholding a committed focus on literacy instruction with a goal of all WISD students reading two years above their current grade level by the end of the school year. The Instructional Excellence Design Team was formed to lead this work. This team created the WISD Literacy Framework and developed a structure of walkthroughs to support educators, coaching and feedback, and progress monitoring utilizing online assessments and instruction tools. This work will continue into the new school year.

The district utilized exit tickets and local assessments throughout the school year to drive instruction and inform decision-making.

## Curriculum, Instruction, and Assessment Strengths

- WISD uses the TEKS Resource System which is TEKS and ELPS aligned
- Teachers receive several layers of support throughout the school year

# Family and Community Engagement

## Family and Community Engagement Summary

At WISD, we believe parental involvement is welcome and parents are encouraged to have a voice.

The third annual WISD Back-to-School Bash will be held on July 29, 2025. This event has become a tradition that brings together students, families, staff, and the community as we celebrate another new school year.

Parents, family members, and staff can always be found at Westwood athletic events cheering students on. Campuses engage parents and families throughout the school year in multiple ways including evening academic events including literacy and STEM nights. Parents are encouraged and invited to eat lunch with students throughout the school year and particularly during special events such as Thanksgiving and Easter. Title I campuses schedule parent-teacher conferences with all parents during the fall semester. Parents and students receive and sign the School-Parent Compact every year during student registration. This compact serves as a written commitment that encompasses the collective responsibility of the school, the parent/guardian, and the student in facilitating a child's learning journey. A copy of this compact can be viewed on the WISD website.

Community members are invited to read with students at the Primary campus during the annual Read Across America week. The Primary campus has also established an annual parade for our youngest learners to help kick off the school year. Police officers, firemen, and several local business and organizations join this fun event.

The Director of Special Programs utilizes resources from the Title I, Part A Parent & Family Engagement Statewide Initiative to share helpful information with district stakeholders. This includes a quarterly newsletter with tips and resources that is shared on ParentSquare and posted on the district website.

The WISD CTE program partners with local organizations to support student learning and prepare students for post-secondary success. Parents are provided with information about career pathways and dual credit options for their child.

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The district makes continual efforts to engage with businesses in the within Westwood ISD boundaries.

## Family and Community Engagement Strengths

-

# Technology

## Technology Strengths

- Every student has the opportunity to utilize technology for instructional purposes

# Demographics

## Demographics Summary

Westwood Independent School District is situated in the rural setting of Palestine, Texas, providing a unique educational environment that reflects the close-knit community it serves. As a 3A district, we cater to a student population of approximately 1,384.

Four Schools: (grade levels as of 2025-2026 SY)

Campus	Grade Span	Student Population
Westwood Primary School	EE-2	378
Westwood Elementary School	3-5	300
Westwood Middle School	6-8	301
Westwood High School	9-12	405

The district's stakeholders include students, staff, parents, community members, and local business owners. Stakeholders are invited to participate in the District Site Based Decision Making Committee where improvement planning and implementation are discussed and reviewed at periodic meetings throughout the school year. Stakeholders can also provide their input through surveys and various, ongoing feedback opportunities.

According to the information in the 2023-2024 TAPR, WISD has the following:

Student Information	Percent
Migrant	0%
Experiencing Homelessness	0.9%
Special Education	16.8%
Emergent Bilingual	6.8%
At-Risk	49.5%
Gifted and Talented	5.3%
Student Mobility(22-23 rates)	15.5%
Dropout Rate	0%
Ethnic Distribution	Percent
African American	20.0%
Hispanic	25.8%
White	48.1%
American Indian	0.7%
Asian	0.4%

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<b>Ethnic Distribution</b>		<b>Percent</b>	
Pacific Islander		0.0%	
Two or More Races		5.1%	
<b>Class of 2023</b>	<b>District</b>	<b>Region</b>	<b>State</b>
Graduated	99.0%	91.6%	90.3%
Continued HS	1.0%	3.8%	3.1%
Dropped Out	0.0%	4.3%	6.3%

WISD has 107 teachers who make up 42.4% of the total professional staff.

<b>Teacher Ethnicity</b>	<b>Percent</b>	
African American	14%	
Hispanic	6.5%	
White	78.5%	
American Indian	0.9%	
<b>Teachers by Sex</b>	<b>Percent</b>	
Males	30.5%	
Females	71.6%	
<b>Teachers by Highest Degree Held</b>	<b>Percent</b>	
No Degree	4.6%	
Bachelors	74.7%	
Masters	27.5%	
<b>Teachers by Years of Experience</b>	<b>District Percent</b>	<b>State Percent</b>
Beginning Teachers	14%	8.7%
1-5 Years Experience	29.1%	27.4%
6-10 Years Experience	14.9%	20.2%
11-20 Years Experience	22.4%	27.1%
21-30 Years Experience	11.2%	13.7%
Over 30 Years Experience	8.4%	3.0%
Turnover Rate for Teachers	30%	19.1%
Number of Student per Teacher	12.7	14.7

Experience of Campus Leadership	District	State
Average Yrs Experience of Principals	5.0	6.0

Experience of Campus Leadership	District	State
Average Yrs Experience of Principals w/ District	4.0	5.1
Average Yrs Experience of Assistant Principals	1.8	5.1
Average Yrs Experience of Assist Principals w/ District	1.8	4.3

### Demographics Strengths

- Graduation rate is above the region and state average
- Low drop-out rate
- Each program has a defined process for properly identifying students for program services

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 16.8% of students are served through the special education program; the state average is 13.9%.



A Planning Tool for Meaningful Development & Stakeholder Investment in the District Work of:

## Comprehensive Needs Assessment

### WHY DO WE DO THIS WORK?

The clarity that evolves from the process of developing a mission, a vision, and values gives all stakeholders a sense of cohesiveness, shared purpose and direction. This important work establishes the foundation and framework for expected behavior in a district. When thoughtfully and collaboratively developed, they become part of the culture, the work becomes faster, and it is easier to make choices that align with district goals.

*“A mission is something to be accomplished. A vision is something to be pursued.  
Shared values are the foundational supports that connect the two.”*

### HOW DO WE DO THIS WORK?

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The goal for every campus should be to provide a well-rounded program of curriculum and instruction where **all** students are challenged and have opportunities to meet the state’s academic standards. To meet that goal, a team of people who possess knowledge of the school and its programs must regularly assess the school’s progress. An honest and transparent assessment of every detail of the school greatly enhances a school’s ability to determine what steps to take next in the improvement planning process.

Using the information below, answer these key questions to create a well-rounded CNA Summary that includes evidence-based data interpretations. The **WHAT** section provides the overarching topics for the questions in the corresponding **ASK** section. Upon completion, use the CNA Summary information and extract and prioritize STRENGTHS and PROBLEM STATEMENTS with a ROOT CAUSE.

The chart is organized using the four Multiple Measures: Demographics (**D**), Student Learning (**SL**), Perceptions (**P**) and Processes and Programs (**PP**).

**NOTE: Data may be applied and discussed in more than one area below. Some overlapping areas are referenced for you. ESF is noted for schools working in Effective Schools Framework Levels.**

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Revised: 01/2023

## Questions to Consider

### Demographics

*Who are we? With whom are we engaged? With what level of success? How do we know?*

**WHAT** Description of School~School Environment Data~Students Race/Ethnicity~Student Groups~Staff Quality & Data~Parents/Guardians/ Community

Note: As you reflect on the questions, consider areas of overlap within Student Learning (SL), Processes and Programs (PP) and Perceptions (P). Some overlapping areas are referenced for you. **ESF** is noted for schools working in Effective Schools Framework Levels.

- ASK**
- How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school
  - Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan? **P, PP**
  - Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/Talented, CTE, Fine Arts **P, PP**
  - What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs? **PP, SL**
  - What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting 151 students and learning? **SL, PP**
  - What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility? **PP, SL**
  - What are our dropout rates and which students are dropping out? **PP, P**
  - What are the retention rates for all groups of employees? **PP, P**
  - What is the average class size, student-to-teacher ratio and student-to-support staff ratio? **PP**
  - What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these? **PP, SL**
  - What race/ethnicity/gender percentages make up our student population and how does it differ from the past?
  - What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at-risk **PP, SL**
  - Who is our staff and how do their skills align with student needs/demographics? ex. years experience, capacity levels, certifications, race/ethnicity **PP, SL**
  - Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?
  - How do we interact with the major employers and the universities/community colleges in our community? **PP**

## Questions to Consider

### Student Learning

*How well are our students doing? How do we describe the performance data beyond the numbers?*

**WHAT** Description of Performance/Achievement ~Formative Data~Summative Data~Student Options Data~Subgroup Data

Note: As you reflect on the questions, consider areas of overlap within Demographics (D), Processes and Programs (PP), and Perceptions (P). Some overlapping areas are referenced for you. **ESF** is noted for schools working in Effective Schools Framework Levers.

<b>ASK</b>	<p>In summatively state tested grades and subjects (ELA, Math, Science, Social Studies)...</p> <ul style="list-style-type: none"> <li>• How are our students performing overall, compared to other similar schools / school systems? <b>D</b></li> <li>• How are our subgroups performing? (Consider race/ethnicity, gender, English proficiency, Section 504, students with disabilities, economic status) <b>D</b></li> <li>• Are indicators available to suggest individual student growth / longitudinal data? What does this data tell us about individual student learning? <b>PP</b></li> </ul> <p>In formatively state or locally tested grades and subjects (ELA, Math, Science, Social Studies)...</p> <ul style="list-style-type: none"> <li>• How do our formative results compare to our summative results? <b>PP</b></li> <li>• How are our formative results used to improve student learning and / or classroom teaching? <b>PP</b></li> <li>• How are our youngest learners (preK - 3rd) performing in ELA and Math? (Consider subgroups) <b>D</b></li> </ul> <p>Additional Academic Success Indicators to consider...</p> <ul style="list-style-type: none"> <li>• What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students? <b>P, D</b></li> <li>• What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/or students who persistently struggle with academic content? <b>P, D</b></li> <li>• How is academic success measured with regards to our local educational programs? <b>P</b></li> <li>• What percentage of our students are on track to graduate on time? How do we prevent our students from dropping out of school? <b>P</b></li> <li>• Are our students College and Career Ready when they graduate? What data supports this claim and how? <b>P</b></li> <li>• How are our high school students performing on the ACT / SAT / PSAT? Are our high school students participating in AP and IB programs? Are they successful?</li> <li>• How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful? <b>P</b></li> <li>• What do classroom observations reveal about the correlation between student success and teacher effectiveness? How is this addressed? <b>PP</b></li> </ul> <p><b>Note:</b> HB3 Plans require Early Childhood Literacy, Early Childhood Math, and College, Career, and Military Readiness (CCMR) be addressed with five-year student outcome goals with annual targets and annual targets for each applicable student group in the closing the gaps domain at both the district and campus levels.</p>
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## Questions to Consider

<b>Processes &amp; Programs</b> <i>What are our procedures, methods, and practices?</i>	
<b>WHAT</b>	<b>Personnel Policies &amp; Procedures~Professional Practices~Programs &amp; Opportunities for Students~School Organization~Staff Recruitment &amp; Retention~Curriculum, Instruction, &amp; Assessment~Technology Practices</b>
Note: As you reflect on the questions, consider areas of overlap within Demographics (D) , Student Learning (SL), and Perceptions (P). Some overlapping areas are referenced for you. <b>ESF</b> is noted for schools working in Effective Schools Framework Levels.	
<b>ASK</b>	<ul style="list-style-type: none"> <li>• What is the process for recruiting and hiring high-quality educators? <b>D, ESF 2.1</b></li> <li>• Are roles and responsibilities clear? <b>P</b></li> <li>• Are educators' strengths matched to classrooms and subjects based on student need? <b>SL, ESF 2.1</b></li> <li>• What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching &amp; learning? <b>SL, ESF 1.1 &amp; 4.1</b></li> <li>• What systems are in place to support new or struggling teachers? <b>D</b></li> <li>• Do teacher evaluation results correlate to summative and formative student data? <b>SL</b></li> <li>• What level of understanding and buy-in does staff have in regards to continuous improvement and CNA processes? <b>P, ESF 1.2</b></li> <li>• What is the process for developing a focused improvement plan that addresses the root causes of low performance? <b>SL</b></li> <li>• How are all stakeholders involved in this process? <b>P</b></li> <li>• What systems are in place to address needs and track progress towards intended outcomes or performance objectives? <b>SL</b></li> <li>• How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration? <b>D, SL</b></li> <li>• How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences? <b>SL</b></li> <li>• Is lesson planning data driven and include formative assessments and interventions? <b>SL, ESF 5.1 &amp; 5.3</b></li> <li>• In what ways do we protect and maximize instructional time? <b>SL</b></li> <li>• Is there equity of service for all students? <b>P, D</b></li> <li>• What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary? <b>SL</b></li> <li>• What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals? <b>D</b></li> <li>• What is the data for bullying, drug, violence and suicide prevention, as appropriate? Include data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. <b>D</b></li> <li>• Do the programs we have in place align with our vision, mission, goals, and values? <b>P, ESF 3.1</b></li> <li>• What is our plan for school safety? How do we address safety issues? <b>P</b></li> </ul>

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## Questions to Consider

<b>Perceptions</b> <i>How well do we conduct business?</i>	
WHAT	Description of Interactions~Student, Staff, Parent, and Community Engagement~Surveys/Interviews/Focus Groups~Culture & Climate
Note: As you reflect on the questions, consider areas of overlap within Demographics (D), Student Learning (SL), and Processes and Programs (PP). Some overlapping areas are referenced for you. <b>ESF</b> is noted for schools working in Effective Schools Framework Levels.	
<b>ASK</b>	<ul style="list-style-type: none"> <li>● How do students and staff describe the school and learning environment? <b>D</b></li> <li>● Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline? <b>PP</b></li> <li>● Do our teachers want to teach at the school? How do you explain staff turnover? <b>PP</b></li> <li>● Do our teachers feel supported in their daily work, both by administration and by each other?</li> <li>● How are we mentoring new teachers and struggling teachers? Is our process working? <b>PP</b></li> <li>● Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged? <b>PP</b></li> <li>● Is there a difference in attendance, discipline, and academic data among varying subgroups of students? <b>SL</b></li> <li>● What is our drop-out rate? How do we explain it? Are there ethnic or race group trends? <b>SL</b></li> <li>● Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working? <b>PP</b></li> <li>● Do we provide conflict resolution among students? Is it working to decrease conflict?</li> <li>● How do our parents and community stakeholders describe our school? Do they feel welcomed into the school? <b>D</b></li> <li>● What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement? <b>PP</b></li> <li>● How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education? <b>PP</b></li> <li>● What is the level of support from our community? How do we measure participation?</li> <li>● Do we create pathways to engage and support the community?</li> <li>● How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district?</li> <li>● Do our parents feel their children are safe at school, and on the way to and from school?</li> <li>● What strategies do we have in place to address student behaviors and bullying? <b>PP</b></li> <li>● How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective?</li> <li>● How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high academic expectations? Do we have any barriers to allowing and / or accepting stakeholder involvement? <b>PP, ESF 3.1</b></li> <li>● How does our school ensure access to information for our non-English speaking families? <b>D, PP</b></li> </ul>

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Revised: 01/2023

# **Westwood Independent School District**

## **District Improvement Plan**

### **2025-2026 Goals/Performance Objectives/Strategies**



# Mission Statement

Westwood ISD...We prepare future ready students  
in a positive and engaging educational  
environment.

# Vision

Westwood ISD...Where Panthers excel today and  
lead tomorrow.

## At WISD, we believe:

- In academic excellence for all students
- In developing leaders at all levels
- Every person is a leader - they lead from where they are
- Our students want to excel and have pride in accomplishments
- Pride and tradition are foundational to our success
- Students have a place to belong
- Parental involvement is welcome and parents are encouraged to have a voice
- Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
- In being the best
- We are all a part of the Panther family

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# Value Statement

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# Goals

**Goal 1:** Westwood ISD will provide a positive, safe, secure, and healthy learning environment for all district stakeholders.

**Performance Objective 1:** Ongoing implementation of the district's comprehensive school counseling program (TEC SS33.005).

**Evaluation Data Sources:** Discipline reports, character program implementation usage reports

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> District personnel will support improved student performance by implementing positive behavior interventions and support including the integration of best practices on grief-informed and trauma-informed care. <b>Staff Responsible for Monitoring:</b> MTSS Specialist, Principals, Assistant Principals, Campus Counselors	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Ongoing implementation of strategies and supports to maintain and continue to reduce the district's current dropout rate. <b>Strategy's Expected Result/Impact:</b> Increase in graduates. <b>Staff Responsible for Monitoring:</b> Principals, PEIMS Director, Campus Counselors	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			157
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> All staff will receive training that address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Principals	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1:** Westwood ISD will provide a positive, safe, secure, and healthy learning environment for all district stakeholders.

**Performance Objective 2:** Provide professional learning to staff in an effort to maintain a safe and healthy learning environment.





**Evaluation Data Sources:** Professional Learning logs, PD surveys, student discipline reports

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide annual training and support for all staff in the following areas - Bloodborne Pathogens, Bullying Prevention and Intervention, Digital Citizenship, Cybersecurity, Suicide Awareness &amp; Prevention, and Human Trafficking.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a safe and healthy environment for all.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Principals</p> <p><b>Funding Sources:</b> Eduhero - 199 General Fund - \$3,688</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> All staff will receive training that address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities and their legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority. Local Policy FFG</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff safety and well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, WISD Police Chief, Principals, Counselors</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			158
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Train all new staff on Stop-the-Bleed and CPR.</p> <p><b>Staff Responsible for Monitoring:</b> WISD Police Department, District Nurse</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Campus counselors will continue to receive and provide ongoing training and support to school staff concerning trauma-informed practices and care. (Local Policy FFBA)</p> <p><b>Strategy's Expected Result/Impact:</b> The district will be prepared to provide information about available counseling options for students affected by trauma or grief.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Director, Director of Special Programs, Principals, School Counselors</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> WISD will continue the implementation of a curriculum that supports 5th-9th grade students in healthy decision-making and reducing risky behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in healthy decision-makers.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Director of Special Programs, Principals, Counselors</p> <p><b>Funding Sources:</b> Curriculum Materials and Resources - 199 General Fund - \$4,000</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>			

**Goal 1:** Westwood ISD will provide a positive, safe, secure, and healthy learning environment for all district stakeholders.





**Performance Objective 3:** WISD police department will be utilized to maintain a safe and secure school community.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Westwood ISD Police Department will follow the guidelines as set forth by school board policy. (Local Policy CKE) (TEC SS37.081(d)(1)).</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, District Police Chief</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>			

**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.

**Performance Objective 1:** Increase attendance rates for all WISD students to 97% or above.

**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Ongoing monitoring of attendance reports. Each campus maintains a system of monitoring attendance. <b>Staff Responsible for Monitoring:</b> PEIMS Director, Principals, Superintendent	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Ongoing monitoring of the district wide truancy prevention plan to increase student attendance. <b>Strategy's Expected Result/Impact:</b> Higher student attendance rates will results in greater student academic outcomes. <b>Staff Responsible for Monitoring:</b> PEIMS Director, Campus Attendance Clerks, Principals, Assistant Principals	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> <div style="text-align: right; margin-top: 10px;">161</div>			

**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.

**Performance Objective 2:** Increase the academic performance of all students and all demographic groups in English Language Arts/Reading, Mathematics, Science and Social Studies.

**Evaluation Data Sources:** Local Assessments, i-Ready, MAP, STAAR, TFAR

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide opportunities for RLA, Math, Science, and Social Studies teachers to attend professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize professional learning opportunities to grow educator's in their craft. This will lead to an increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Director of Special Education, Director of Special Programs, Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Region 7 Academic Content Co-op - 255 Title II, Part A, TPTR - \$16,200, Professional Learning Contracted Services - 255 Title II, Part A, TPTR - \$7,000, Professional Learning Travel - 211 Title I, Part A - \$10,000, Professional Learning Travel - 255 Title II, Part A, TPTR - \$15,000</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews 162		
<p><b>Strategy 2:</b> Ensure the all evaluators are T-TESS certified and continue T-TESS calibration activities for all evaluators.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction and support with consistency across the district.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of C&amp;I, and Leadership</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide ongoing training for teachers and principals in TEKS Resource System.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Instructional Coaches, Principals</p> <p><b>Funding Sources:</b> TEKS Resources System Professional Learning - 255 Title II, Part A, TPTR - \$5,000</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Support differentiated instruction for all students including students in special programs such as special education, gifted and talented, ESL, 504 at At Risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Director of Special Education, Director of Special Programs, Principals</p> <p><b>Funding Sources:</b> Differentiated Instruction Professional Learning - 255 Title II, Part A, TPTR - \$5,000, Differentiated Instruction Professional Learning - 199-PIC 25 State Bilingual/ESL - \$10,000, Differentiated Instruction Professional Learning - 199-PIC 24 State Comp Ed (SCE) - \$10,000</p>	Formative		Summative
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.

**Performance Objective 3:** Ensure all student meet College, Career and Military Readiness(CCMR).

**Evaluation Data Sources:** PEIMS Data, Accountability Data, TAPR, surveys

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Support high school leaders and CTE Director in identifying and implementing additional career pathways and/or opportunities to expand CTE opportunities for WISD students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased post-secondary preparedness</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, CTE Director, Principals, Counselors</p> <p><b>Funding Sources:</b> Professional Learning Opportunities - 199-PIC 22 State Career &amp; Technical - \$25,000, Professional Learning Opportunities - 244 Perkins Career &amp; Technical Education - \$5,000, Student Resources and Certification - 199-PIC 22 State Career &amp; Technical - \$25,000</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Students, parents, and families will be provided with higher education admissions and financial aid information, such as TEXAS grant program and Teach for Texas grant, throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, High School Principal, High School Counselor</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Students will provided with opportunities to visit college campuses and attend campus/district college and career events.</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing student exposure to college and career opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals, Counselors</p> <p><b>Funding Sources:</b> TEKS Related Student Field Experiences - 289 Title IV, SSAEP - \$9,000</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Dates will be held at the Middle School and High School campuses where students and parents will be provided with information for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Student preparedness for post-secondary success.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Principals, Counselors</p>	Formative		Summative
	Nov	Feb	May



No Progress Accomplished



Continue/Modify Discontinue



**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.

**Performance Objective 4:** Increase progress measures on STAAR assessments for all students served through the special education program.

**Evaluation Data Sources:** Local Benchmarks, i-Ready data, MAP data, IEP goals and progress reports, STAAR results

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Ongoing professional learning which provides instructional support and updates to special education teachers in specially designed instruction of the TEKS Resources System.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Director of Special Education, Instructional Coaches, Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Learning in Specially Designed Instruction - 199-PIC 23 State Special Education - \$7,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Ongoing professional learning and training for general education teachers covering evidence-based strategies on teaching students with impairments and disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Director of Special Education, Director of Special Programs, Instructional Coaches, Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Learning - 199-PIC 23 State Special Education - \$7,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			166
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide guidance and support to campuses in effective implementation of inclusion.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Director of Special Education, Principals</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Monitor district systems of dyslexia identification and treatment programs.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Education, Diagnosticians, Principals</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



No Progress Accomplished







Continue/Modify Discontinue



**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.

**Performance Objective 5:** Evaluate, improve, and broaden the WISD Gifted and Talented Program.





**Evaluation Data Sources:** Parent meeting, surveys, student progress, student portfolios, website updates

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Continue to provide parents with information on eligibility, curriculum, learning opportunities, policies and annual program evaluation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Increase student involvement in Region 7 GT Student Seminars - Imagination Fair, Innovative Inventions, Robotics, CREATE, and Model United Nations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals</p> <p><b>Funding Sources:</b> Region 7 Gifted and Talented Co-op - 199-PIC 21 State Gifted and Talented (G/T) - \$12,414</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			168
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Utilize the Texas Performance Standards Projects in Gifted and Talented pull out classes at Westwood Primary and Elementary campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals</p> <p><b>Funding Sources:</b> Student Resources - 199-PIC 21 State Gifted and Talented (G/T) - \$4,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>			

**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.

**Performance Objective 6:** Provide ongoing support to students, parents, and families served through the WISD ESL Program.

**Evaluation Data Sources:** Surveys, TELPAS and STAAR results, parent, family, community, engagement activities

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide professional learning covering Sheltered Instruction and second-language acquisition practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing student achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals, Instructional Coaches</p> <p><b>Funding Sources:</b> Contracted Services - 199-PIC 25 State Bilingual/ESL - \$10,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Schedule district events to support parent and family engagement activities. Utilize the support provided by the TEA Emergent Bilingual Support Division (txel.org).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals, Assistant Principals</p> <p><b>Funding Sources:</b> Resources for Parent and Family Engagement Activities - 211 Title I, Part A - \$500, Resources for Parent and Family Engagement Activities - 199-PIC 25 State Bilingual/ESL - \$500</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			169
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Provide ongoing support, training, and resources for teachers in obtaining the English as a Second Language Supplemental #154.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum/Instruction/Leadership, Director of Special Programs, Principals, Assistant Principals</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> ESL Certification - Training and Support - 199-PIC 25 State Bilingual/ESL - \$500</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** WISD will maintain and continue to grow a supportive and impactful curriculum and instruction department.





**Performance Objective 7:** Continue the focus of literacy PK-12.

**Evaluation Data Sources:** i-Ready data, MAP data,

**Goal 3:** WISD will recruit, support, and retain high quality staff members.

**Performance Objective 1:** Recruit high quality staff members who fulfill the criteria of a WISD Profile of an Educator.





**Evaluation Data Sources:** Culture and climate surveys and feedback

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> The marketing department will continue to create and distribute videos and graphics to showcase the district. <b>Strategy's Expected Result/Impact:</b> Increased educator attraction to Westwood ISD <b>Staff Responsible for Monitoring:</b> Superintendent, Public Relations Coordinator, Human Resources Coordinator	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Available positions will be posted in a timely manner to all applicable sources for employment opportunities. (e.g., WISD Social Media Platforms, WISD website, Region 7 ESC, TASA) <b>Strategy's Expected Result/Impact:</b> Increased high-quality applicants <b>Staff Responsible for Monitoring:</b> Superintendent, Human Resources Coordinator	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			171

**Goal 3:** WISD will recruit, support, and retain high quality staff members.

**Performance Objective 2:** Provide ongoing support to WISD educators.

**Evaluation Data Sources:** Retention data, educator surveys, student surveys

Strategy 1 Details	Reviews		
Strategy 1: Utilize Title II, Part A program funds for mentor stipends as they support new to profession teachers through the year.	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Westwood ISD will communicate and collaborate with all stakeholders.

**Goal 5:** Westwood ISD will utilize technology to enhance student learning and strengthen all district processes.

# Title I, Part A Program Plan

Title I, Part A	
LEA Plan Requirement	Description of Requirement
<p><b>Timely and Meaningful Consultation</b></p>	<ul style="list-style-type: none"> <li>● A listing of committee members with roles in your DIP and reference that list by page number here. Ensure all required, applicable stakeholder members in <a href="#">this chart</a> are represented. (*Parents may not be LEA employees in order to fill the “parent” role.)</li> <li>● Dates of planned meetings for CNA, DIP creation/revisions, formative and summative evaluations for the current school year.&gt;</li> </ul> <p><b>Example:</b>                      Westwood ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. 175                      For the 2025-2026 school year, District Committee meetings are scheduled for the following dates: 09/24/2025, 10/22/2025, 11/19/2025, 02/25/2026, 04/01/2026, 04/29/2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2026-2027 District Improvement Plan in April and May.</p>
<p><b>Coordination</b></p>	<p>Westwood ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> <li>● Title I, Part C</li> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> </ul>

	<ul style="list-style-type: none"> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● Head Start Act</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● SCE</li> </ul> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p><b>Challenging State Academic Standards</b></p>	<p>Westwood ISD provides a program to substantially help children served under Title I, Part A to meet the challenging state academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by three highly qualified paraprofessionals who work with small groups of students, one certified teacher at the elementary campus, after-school tutorials with TEKS-aligned materials, high quality TEKS-aligned summer learning experiences. Additionally, the Title I, Part A program is supported through three instructional coaches.</p>
<p><b>Periodic Review and Revisions</b></p>	<p>Westwood ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for November and February and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.</p>
<p><b>Required Descriptions:</b></p>	
<p><b>Description #1: Student Progress Monitoring Supports</b>  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"> <li>1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</li> <li>2. Identifying students who may be at risk for academic failure;</li> <li>3. Providing additional educational assistance to individual students the LEA or school determines</li> </ol>	<p>Westwood ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Westwood ISD campuses have committees that meet a minimum of each six weeks to discuss</p>

<p>need help in meeting the challenging State academic standards; and</p> <p>4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</p>	<p>students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.</p>
<p><b>Description #2: Teacher Quality</b></p> <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</p>	<p>Annually, during the spring and summer of each year, Westwood ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience,<sup>177</sup> certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made as needed.</p>
<p><b>Description #3: School Improvement and Support Activities</b></p> <p>How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support</p>	<p>The district provides guidance and technical assistance to campuses identified for school improvement in meeting the legal requirements. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions.</p> <p>School Improvement Campuses in Years 1 and 2: Westwood Elementary and Westwood Middle School receive assistance in:</p> <ul style="list-style-type: none"> <li>Professional development to assist in implementing research-based strategies that address the needs of the student groups who are struggling to meet standards</li> </ul>

	<ul style="list-style-type: none"> <li>● Assistance in developing, revising, and implementing the school plan.</li> <li>● Assistance in designing a plan for the best use of funds to meet the school's improvement needs.</li> </ul>
<p><b>Description #4: Measure of Poverty</b>  Include the poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Westwood ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<p><b>Description #5: Nature of Programs</b>  Include 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</p>	<p>All of Westwood ISD's Title I campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.</p>
<p><b>Description #6: Services to Homeless Children and Youth</b>  Describe 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</p>	<p>Westwood ISD currently serves homeless children and youth (2% of student population).</p> <ol style="list-style-type: none"> <li>1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</li> <li>2. Attendance: The Homeless Liaison assists with placement and enrollment. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth.</li> <li>3. Success: The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are</li> </ol>

	<p>provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</p>
<p><b>Description #7: Parent and Family Engagement Strategy</b>  Include the strategies the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Westwood ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please click <a href="#">HERE</a> to view our District Written PFE Policy for the 2025-2026 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p>
<p><b>Description #8: Early Childhood Education Programs and Transition Plans</b>  If applicable, describe 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</p>	<p>Westwood ISD Pre-Kindergarten classes are located on our Primary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The Pre-K classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The Pre-K program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-K students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>
<p><b>Description #9: Identification of Eligible Children</b>  Include 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</p>	<p>Westwood ISD does not operate targeted assistance programs.</p>
<p><b>Description #10: Middle to High School/ High School to Postsecondary Transitions</b>  Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high</p>	<p>Westwood ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th &amp; 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high</p>

<p>school to postsecondary education including, if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> <li>1. Coordination with institutions of higher education, employers, and other local partners; and</li> <li>2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills</li> </ol>	<p>school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition. Westwood ISD works hard to coordinate with its higher education partner, TVCC, and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses and technical schools. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
<p><b>Description #11: Discipline Disproportionality</b> Include 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</p>	<p>Westwood ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Westwood ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p>
<p><b>Description #12: Coordination and Integration</b> If applicable, include how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> <li>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</li> <li>2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.</li> </ol>	<p>Westwood ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. Every Middle School student takes a semester of interpersonal studies and a year of Business Information Management. Students are shown each high school pathway via student-created videos and in-person tours. Middle School students can take Principles of Agriculture in eighth grade and receive high school credit.</p> <p>High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, industry mentors, and internship opportunities. A large percent of high school students graduate with four or more classes in a specific pathway as well as an industry-based certification that can help them gain a competitive edge when applying for jobs out of high school. We currently offer seven pathways, each ending in a TEA industry-based certification.</p> <p>The district evaluates local labor market data annually to ensure the programs of study offered are aligned with high-demand, high-wage jobs in the area.</p>
<p><b>Description #13: Other Proposed Uses of Funds</b> Include any other information on how the LEA</p>	<p>Not Applicable</p>

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)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

# Appendix- Title II DIP Requirements

## Title II, Part A

Title II Requirement	Description of Requirement
<b>REAP/Transferability</b>	Not Applicable
<b>Alignment of Activities to the Challenging State Academic Standards</b>	<p>Westwood ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
<b>Meaningful Consultation</b>	<p>The Westwood ISD District Site-Based Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2025-2026 school year, District Committee meetings are scheduled for the following dates: 09/24/2025, 10/22/2025, 11/19/2025, 02/25/2026, 04/01/2026, 04/29/2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well. Student performance on the State academic standards (monitored throughout the year) and T-TESS evaluation will also be used in determining Title II program needs.</p>

<p><b>Coordination</b></p>	<p>Westwood ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> <li>● Title I, Part C</li> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● Head Start Act</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● SCE</li> </ul> <p>Program coordination with community partners, such as ACCESS, to provide mental health training to staff also takes place routinely.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of <sup>183</sup> our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p><b>Prioritization of Funds</b></p>	<p>Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally (see below) with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.</p>

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<b>System of Professional Growth and Improvement</b>	<p>Westwood ISD has a district-wide system of Professional Growth and Improvement. Please see the following link <a href="#">WISD Professional Development Handbook</a> to view the description of the system of professional growth and improvement. Ensure that the linked LEA Professional Development Plan includes the LEA's system of professional growth and improvement.</p> <p><b>&lt;More information on developing a system of professional growth and improvement: A system of professional growth should support educators at various points in their professional growth from the beginning of their career. The system should also provide opportunities for advancement. Data should be gathered to monitor both the improvement of educators and how effectively the system is meeting local needs. There are many opportunities to use Title II, Part A funds to develop new ways to support educators and to strengthen existing efforts to provide professional growth opportunities for teachers and school leaders. For guidance on professional growth systems, please see the <a href="#">Building Systems of Support for Excellent Teaching and Leading guidance</a> (PDF) guidance prepared by the ED. (20 USC Section 6612[b][2][B][D][F])&gt;</b></p>																														
<b>Private Nonprofit School</b>	Each March, Westwood ISD directly communicates with all PNPs operating within the boundaries of the district to																														

<b>Participation</b>	identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance by posting the date, time, and location of a PNP interest meeting. This post is made on the district's website and Facebook page. Consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.
<b>Evidence-Based Activities</b>	District did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.

# Appendix- Title II DIP Requirements

## Title II, Part A

Title II Requirement	Description of Requirement
<b>REAP/Transferability</b>	Not Applicable
<b>Alignment of Activities to the Challenging State Academic Standards</b>	<p>Westwood ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
<b>Meaningful Consultation</b>	<p>The Westwood ISD District Site-Based Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found in the District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2025-2026 school year, District Committee meetings are scheduled for the following dates: 09/24/2025, 10/22/2025, 11/19/2025, 02/25/2026, 04/01/2026, 04/29/2026. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well. Student performance on the State academic standards (monitored throughout the year) and T-TESS evaluation will also be used in determining Title II program needs.</p>

<p><b>Coordination</b></p>	<p>Westwood ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> <li>● Title I, Part C</li> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● Head Start Act</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● SCE</li> </ul> <p>Program coordination with community partners, such as ACCESS, to provide mental health training to staff also takes place routinely.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of <sup>187</sup> our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p><b>Prioritization of Funds</b></p>	<p>Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally (see below) with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.</p>

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<b>Private Nonprofit School</b>	Each March, Westwood ISD directly communicates with all PNPs operating within the boundaries of the district to																														

<p><b>Participation</b></p>	<p>identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance by posting the date, time, and location of a PNP interest meeting. This post is made on the district's website and Facebook page. Consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.</p>
<p><b>Evidence-Based Activities</b></p>	<p>District did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.</p>

12. **Future Business**
13. **Next meeting April 23, 2025**

**Texas Government Code Section:**

- 551.071 Private consultation with the Board's Attorney.
- 551.072 Discussing purchase, exchange, lease, or value of real property.
- 551.073 Discussing negotiated contracts for prospective gifts or donations.
- 551.074 Discussing personnel or to hear complaints against personnel.
- 551.075 To confer with employees of the school district to receive information or to ask questions.
- 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
- 551.082 Considering discipline of a public school child, or complaint or charge against personnel.
- 551.083 Considering the standards, guidelines, terms, or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
- 551.084 Excluding witnesses from a hearing.

**Texas Education Code:**

- 39.030(a) To discuss or adopt individual assessment instruments or assessment instrument items.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:

- (a) In the open meeting covered by the notice upon the reconvening of the public meeting; or
- (b) At a subsequent public meeting of the School Board upon notice thereof: as the School Board shall determine.