Introduction

The West Independent School District (ISD) Grading and Reporting Handbook was developed by a team of district staff with the purpose of establishing guidelines to provide support for student learning through research-based instructional strategies.

This handbook was designed to help ensure coherent and consistent district-wide regulations across all campuses in accordance to West ISD Board Policy EIA (LEGAL). Also, West ISD Board Policy EIA (LOCAL) requires the Superintendent to “ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students.” This handbook is our response to this Board Policy requirement.

This handbook includes information on grading guidelines, best teaching practices, grade reporting to students and parents, lesson planning, staff professional development, as well as assessments.

For additional information, please contact your campus principal.

Table of Contents

District Information............................................................................................................ 4
District Overview.............................................................................................................. 4
Mission Statement, Goals, and Objectives ................................................................. 4
District Commitments ................................................................................................. 4
Board of Trustees ........................................................................................................ 5
Administration ........................................................................................................... 6
Portrait of a Graduate ............................................................................................... 8
Portrait of a Teacher ................................................................................................. 9
Philosophy .................................................................................................................. 10
Academic Achievement ............................................................................................ 11
Graduation Requirements .......................................................................................... 12
District Writing Initiative .......................................................................................... 17
District Science Guidelines ....................................................................................... 18
Grading Policy ........................................................................................................... 22
Advanced Course Summer Reading Guidelines ....................................................... 30
Report Cards ............................................................................................................. 31
Academic Dishonesty
Retention and Promotion
Grade Advancement Testing
Grade Assignment of Retained Students
Senate Bill 149 Eligibility Flowchart – Texas High School Graduation Paths
Response to Intervention (RtI)
Credit by Exam
Lesson Planning
Teaching Controversial Subjects
Movie Guidelines/Procedures
Field Trip Suggestions
Instructional Software
Assessments
Professional Development
Elementary Required Instruction
District Information

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

Mission Statement, Goals, and Objectives
West ISD Board Policy AE

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

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

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

District Commitments

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

*West ISD Board Policies BA, BB series, BD series, and BE series*

Texas law grants the Board of Trustees the power to govern and oversee the management of the District’s schools. The Board is the policy-making body within the District and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The Board has complete and final control over school matters within limits established by state and federal laws and regulations.

The Board of Trustees is elected by the citizens of the District to represent the community’s commitment to a strong educational program for the District’s children. Board members are elected by position and serve 3-year terms. Board members serve without compensation, must be qualified voters, and must reside in the District.

*Current Board Members include:*

- Dr. Larry Sparks, President
- Mike Gerik, Vice President
- Leigh Crawshaw, Secretary
- Holly Willis, Member
- Jason Janek, Member
- Dr. John Crowder, Member
- Ken Sykora, Member

The Board usually meets the second Wednesday at the Administration Building located at 406 West Shook Street. In the event that large attendance is anticipated, the Board may meet at the West Middle/High School Cafeteria. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the District website and outside window at the Administration office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a two-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the Board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.
Administration

Administration Office
406 West Shook Street
West, TX 76691
(254) 981-2000
(254) 826-7503 Fax
David Truitt, Superintendent
Amanda Adams, Executive Director for Teaching and Learning
Carla Sykora, Director of Special Education
David Woodard, Director of Athletics

West Middle and High School
1008 Jerry Mashek Dr
West, TX 76691
(254) 981-2050
Chuck Klander, Principal
Michele Scott, Associate Principal for College, Career, and Military Counseling Services
Jana Pratka, At-Risk Program Coordinator
Matthew Biles, Middle School Assistant Principal
Wade Cook, Interim High School Assistant Principal
Claudia McGlothen, Middle School Counselor
Sharon Hlavenka, High School Counselor

West Elementary School
209 N. Harrison Street
West, TX 76691
(254) 981-2200
Carrie Kazda, Principal
Misty Cook, Assistant Principal and Counselor,
Prekindergarten-Grade 2
Leanna Sexton, Assistant Principal, Grades 3-5
Kristie Bryant, Counselor, Grades 3-5

Brookhaven Youth Ranch
5467 Rogers Hill Road
West, TX 76691
(254) 829-1522
(254) 829-1522 Fax
Theresa Soukup, Principal

Disciplinary Alternative Education Program (DAEP)
801 N. Reagan Street
West, TX 76691
(254) 981-2008
Don Snook, Alternative Education Program Coordinator
School Calendar

2020-2021 West ISD Calendar
As Recommended by the Waco-McLennan County Public Health District

Calendar Key
- Green: Staff and Student Holiday: All Campuses Closed
- Red: Staff Work or Professional Development Days/Student Holiday
- Yellow: New Teacher and Staff Professional Development Day
- Purple: State Testing Day (STAAR and STAAR End-of-Course)

Holidays & Important Dates
- September 7: Labor Day
- September 8: First Day of School
- October 9: Fall Break
- November 23-27: Thanksgiving Break
- December 21-January 4: Christmas Break
- January 10: MLE Appreciation Day
- February 15: Presidents’ Day
- March 5-12: Spring Break
- April 2: Good Friday (Easter)
- May 31: Memorial Day

Incompliant Weather or COVID-19 Makeup Days
If make-up days are needed, the school year would extend to the first week in June.

Staff Flex Days
- October 9, November 23-24, January 18, February 15, and April 2

Grading Period Report Information
- Grading Period 1: 35 Days
- Grading Period 2: 30 Days
- Grading Period 3: 40 Days
- Grading Period 4: 44 Days
- Total: 149 Days
- Staff Work/PD Days: 17 Days
- Staff Flex Days: 6 Days
- Total: 167 Days

Instructional Minute Calculation
- Instructional Minutes/Year: 76,360 Minutes
- Ranged Student Makeup Days = 5.5 Days

Approved: 07/22/20 by the West ISD Board of Trustees

WEST INDEPENDENT SCHOOL DISTRICT
Elementary School Times: 7:45 AM – 3:00 PM
Secondary School Times: 8:00 AM – 3:15 PM

YEARLY CALENDAR

JULY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

AUGUST

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEPTEMBER

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OCTOBER

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOVEMBER

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DECEMBER

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JANUARY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FEBRUARY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MARCH

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APRIL

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAY

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JUNE

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Portraits of a Graduate**

At West ISD, we confirm attainment of our mission and vision when West ISD graduates are academically prepared for college or post-secondary opportunities and possess the skills and habits needed to be prepared for life and career in the 21st century world they will encounter.

**West ISD graduates are:**

**PREPARED ACADEMICALLY**

- Skilled in math, science, and technology
- Engaged in the humanities, arts and other disciplines of choice
- Possess a sense of history, geography, global politics
- Prepared, eligible for, and accepted to college/post-secondary

**EFFECTIVE COMMUNICATORS**

- Proficient writer, reader, speaker, and listener
- Proficient in the vocabulary and language of academic disciplines
- Proficient in two or more languages

**PREPARED FOR LIFE AND CAREER**

- Responsible and trustworthy
- Work effectively with others
- Confident and motivated to set and achieve goals
- Possess personal financial literacy
- Prepared to take the next step in life
- Dedicated to school/community engagement and service
Portrait of a Teacher

West ISD Educators are:

DEDICATED PROFESSIONALS

- Demonstrate strong knowledge of content and pedagogy
- Exhibit the highest standard of character and professionalism
- Identify student needs based on a variety of assessments and data
- Provide for learning differences in planning, lesson delivery, and assessment development

EFFECTIVE COMMUNICATORS

- Communicate and maintain high expectations for learners
- Go above and beyond to ensure parents and students are informed
- Build positive relationships with school, students, and community
- Collaborates with peers at the campus, district, and community on an ongoing basis

LIFELONG LEARNERS

- Seek professional learning opportunities to enhance instruction and remain current
- Commit to district expectations
- Integrate current technology within classroom instruction
- Engage in innovative strategies while reflecting on student performance
- Make decisions with children as the first priority
Philosophy

Monitoring of the academic progress and feedback to the students and parents is essential to foster academic success. The key is communication. The goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student at the time of the feedback. To this end, the district has well established grading standards, procedures, and policies.

The West ISD Grading and Reporting handbook provides the framework for grading practices across all campuses. This handbook reflects the belief that grades are a measure of what students know and do not know.

- A grade should reflect a student’s mastery of the designated learning objectives (Texas Essential Knowledge and Skills*).
- All grading practices should be used to promote learning and academic growth.
- Grades should never be used as a punishment or to measure conduct or work skills.

*Students in specialized programs with an IEP will earn grades based upon mastery of their individual educational plans.

Responsibilities

Student:
1. Complete assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or is in need of help.
3. Evaluate his or her own work.
4. Maintain academic honesty.
5. Bring school supplies and materials to class each day.

Parent:
1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.
4. Monitor the student’s homework and progress.
5. Help with and support, but do not do the homework and projects.
6. Communicate with teachers when concerns arise.

Teacher:
1. Plan and provide daily instruction.
2. Monitor each student’s mastery of the curriculum.
3. Communicate progress through Skyward Gradebook and Family Access, progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support for students who are failing or in danger of failing.
5. Provide tutoring for students who are failing or in danger of failing.
6. Provide differentiated instruction to ensure appropriate level of instruction for all students.
Academic Achievement

Awarding of Credit
The award of credit for a course affirms that a student has satisfactorily met state and local requirements. 19 TAC 74.26(a)

Early Awarding of Credit at the Middle School Level
West ISD may offer courses designated for Grades 9–12 in earlier grade levels. Credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student received instruction in the course or the grade level at which proficiency was attained. The academic achievement record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels from Grades 9–12 and have been awarded state graduation credits. 19 TAC 74.26(b)

In West ISD, Algebra I and Spanish I are offered at Grade 8 for state graduation credit only. Note: Brookhaven Youth Ranch also offers Speech and Spanish I at Grade 8 for state graduation credit.

Attendance for Credit
Unless credit is awarded by the attendance committee, or regained in accordance with a principal’s plan [See West ISD Board Policy FEC], a student in any grade level from kindergarten through Grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90% of the days the class is offered. Education Code 25.092
Graduation Requirements

Foundation Graduation Program
Every student in a Texas public school who entered Grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.
In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering Grade 9 the endorsement he or she wishes to pursue.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of Credits: Foundation Graduation Program</th>
<th>Number of Credits: Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English**</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English***</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

Miscellaneous

| TOTAL                               | 22 credits                                      | 26 credits |

Available Endorsements****:
- Science, Technology, Engineering, and Mathematics
- Business and Industry
- Public Services
- Arts and Humanities
- Multidisciplinary Studies
Texas Virtual School Network (TxVSN)
West High School students have the option to enroll in Texas Virtual School Network (TxVSN) courses prior to the beginning of each semester. Students should contact the high school counselors for more information on how to enroll in TxVSN courses.

Academic Achievement Record
Following guidelines developed by the Commissioner, West ISD shall use an academic achievement record (transcript) form that includes student demographics, school data, student data, and the record of courses and credits earned.

The academic achievement record (transcript) shall serve as the academic record for each student and shall be maintained permanently by a district.

Any credit earned by a student must be recorded on the academic achievement record (transcript), regardless of when the credit was earned.

A student’s performance on a state assessment, including an end-of-course assessment instrument required under Education Code 39.023(c) [See West ISD Board Policy EKB], must be included in the student’s academic achievement record (transcript).

Copies of the record shall be made available to students transferring to another district. West ISD shall respond promptly to all requests for student records from receiving districts. [See also West ISD Board Policies FD, FDA, and FL]

Education Code 28.025(e), 39.023(c-5); 19 TAC 74.5(b)–(d)

Transcript Seals
Students who complete high school graduation requirements shall have attached to the academic achievement record (transcript) a seal approved by the State Board of Education.

19 TAC 74.5(e)

Endorsement
Students who complete the requirements for an endorsement shall have the endorsement clearly indicated on the academic achievement record (transcript).

Performance Acknowledgement
Students who earn a performance acknowledgment shall have the performance acknowledgment clearly indicated on the academic achievement record (transcript).
**Distinguished Level of Achievement**
Students who earn the distinguished level of achievement shall have the distinguished level of achievement clearly indicated on the academic achievement record (transcript).

*Education Code 28.025(e-1); 19 TAC 74.5(f)–(h), .11(b)*

**Certificate of Coursework Completion**
West ISD shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See West ISD Board Policy EIF, FMH]

The academic achievement record (transcript) shall include a notation of the date a certificate of completion was issued to the student. *19 TAC 74.5(i)*

In West ISD, a student who has satisfactorily completed all coursework requirements for graduation but has failed to meet applicable state testing requirements shall be allowed to participate in commencement activities and ceremonies. [See West ISD Board Policy FMH]
Advanced Course Alignment

**ELAR**
- Advanced English I (9th)
- Advanced English II (10th)
- AP English III (11th)
- DC English IV (11th)
  - AP English IV (12th)

**Math**
- Algebra I (8th - qualified students only)
- Advanced Geometry (9th)
- Advanced Algebra II (10th)
- PreCalculus (11th)
  - DC Coll. Alg./DC Trig (11th)
- DC Coll. Alg./DC Stat. (12th)
  - AP Cal. (12th)
- AP Bio. (12th)

**Science**
- Advanced Biology (9th)
- Advanced Chemistry (10th)
- Advanced Physics (11th)
- DC Stat./DC Cal. (12th)
  - DC A&P (12th)
  - DC Bio. (12th)

**Social Studies**
- Advanced World Geography (9th)
- Advanced World History (10th)
- DC US History (11th)
  - DC US Gov./DC Econ. (12th)
**District Writing Initiative**

West ISD believes critical writing is a vital necessity for students to become effective communicators. According to Sean Cain, critical writing is defined as, “Writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts.” In order for our graduates to become successful communicators, students must write critically in all core content areas.

Critical writing should be integrated into the classroom on a regular, consistent basis using these guidelines:

- Encourage students to write 5-10 minutes per subject/class.
- Increase rigor and relevance by encouraging students to write about learning.
- Writing critically includes making a simple list, a short comparison paragraph, summary of information, a mind map, formal essay, purposeful note taking, interactive journals, or an exit ticket.
- Provide feedback for all critical writing pieces through teacher observation, discussion, peer review, self-assessment, rubric, or a grade.

Critical Writing is **NOT** copying from a book or a fill in the blank activity.*

To support daily critical writing, ELAR classes will utilize *The Traits of Writing, The Writing Academy,* and other district resources such as TEKS Resource System and adopted instructional materials.

*The Traits of Writing* provides a common vocabulary and guidelines for teachers to utilize while teaching the writing process in the classroom. The traits of writing include:

- Ideas: The main message
- Organization: The internal structure of the piece
- Voice: The personal tone and flavor of the author’s message
- Word Choice: The vocabulary the writer chooses to convey meaning
- Sentence Fluency: The rhythm and flow of language
- Conventions: The mechanical correctness

*The Writing Academy* provides teachers with interactive lessons to engage students in narrative and expository composition writing. The Writing Academy also incorporates the six traits in the lessons.

District Science Guidelines
West ISD will follow the state guidelines put forth by the TEA, and all West ISD science teachers are expected to adhere to and are encouraged to go beyond these requirements.

Note: The percentages below are state minimum standards. The easiest way to ensure a class meets the percent lab time specified is to break the week up into days, rather than dividing up minutes during one day.

Elementary
Unlike middle and high school, grade level minute requirements vary, and there are not set bell schedules that move children between subjects. Because of this, an important issue for elementary teachers to remember is that they must meet the number of minutes per day in science. Teachers must not only meet the recommended percent lab requirement, but also ensure that students are receiving the correct number of minutes of science every day. For example, if West ISD guidelines state that there should be 30 minutes of science in a grade level every day, teachers in that grade level must ensure that they plan start and end times for each subject to ensure they meet those minute requirements. For example, if math runs over 5 minutes into science one day, the teacher must compensate for this by adding 5 minutes of science the next day. This is not optional.

Kindergarten (45 minutes) & Grade 1 (45 minutes) (in conjunction with Social Studies)
West ISD science teachers are encouraged to facilitate classroom and outdoor investigations for at least 80% of instructional time.

80% of instructional time for these grades would be 4 out of every 5 days of class.

Grade 2 (50 minutes) West ISD science teachers are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.

60% of instructional time for these grades would be 3 out of every 5 days of class.

Grade 3 (30 minutes) & Grade 4 (50 minutes) & Grade 5 (50 minutes)
West ISD science teachers are encouraged to facilitate classroom and outdoor investigations for at least 50% of instructional time.

50% of instructional time for these grades would be 2.5 out of every 5 days of class. Since the percent time does not split evenly in one week, it is acceptable to spend half of one day finishing a lab, or across 10 class days, spend 5 of those performing lab activities. For example, a teacher could have lab for three days in one week, and then two days in the next week, and meet the 50% requirement.

Grades 6-12 (47 minutes)
West ISD science teachers must facilitate laboratory and field investigations by students for at least 40% of instructional time.

40% of instructional time for these grades would be 2 out of every 5 days of class.
What types of activities/lessons constitute a lab? A school laboratory investigation is any experience or activity in the science laboratory, classroom, or outside that allows students to collect quantitative and/or qualitative data using tools, materials, and/or models, or to directly interact with natural phenomena. Inquiry lab activities are encouraged. Inquiry based instruction actively involves students in learning by emphasizing critical thinking skills, data analysis, and higher order questioning.

Several types of activities constitute labs that can be used to fulfill the percent lab time requirement. Specifically, the science TEKS specify descriptive, comparative, and experimental investigations. Though each differs slightly in procedure, each type of investigation involves direct student engagement and interaction. In a descriptive investigation, students observe a system, collect data about that system, and use that data to draw conclusions about that system.

In comparative investigations, students collect data under varying conditions or about different materials, organisms, or objects. Students analyze the data they collect to draw conclusions about similarities and differences between the two experimental treatments. Typically, students are asked to make a hypothesis before conducting the investigation. A hypothesis should include the independent and dependent variables, and makes a prediction about expected results, usually based on background knowledge held by the student.

As students become more familiar with performing lab investigations, more experimental investigations are encouraged. Experimental investigations are often inquiry based, and involve the use of a control. Having a control allows students to identify which variable actually created the results they observed.

There are some investigations that, for various reasons (safety, lack of equipment, treatment of organisms, etc.) cannot be done in the K-12 classroom. For these occasions, online investigations can serve as a substitute. However, online simulations, investigations, and other resources should be employed only in cases in which there is no real life alternative, and must actively involve and engage students in learning. West ISD reserves the right to limit the number and/or type of web-based lab investigations used by teachers.

Labs in which teachers perform the majority of steps/activities and the students observe are considered demonstrations. Demonstrations can be useful in several situations. For example, teachers may use short demonstrations to hook/engage student attention, launch a project, and/or to show proper use of equipment or tools. However, demonstrations that are longer than a few minutes tend to lose student interest. In addition, they violate the requirement of direct student interaction. West ISD reserves the right to limit the number and/or type of demonstrations used by teachers.

As the district transitions to T-TESS appraisal system, more focus will be placed on student-centered and student-directed learning. Lab investigations, and inquiry labs especially, fulfill the requirement of student-directed learning, since students perform their own experiments and investigations. To better understand what appraisers will look for with regard to lab investigations in the classroom, please refer to the following information.
Investigation Expectations

1. College and Career Readiness: These skills should be apparent from the investigation. Students should be able to respond appropriately when asked what they are doing that day. Student answers should not be a chapter number or TEKS number.

2. On Target: The lab investigation is aligned with TEKS, the scope and sequence, and the rigor for the subject.

3. Higher order thinking skills: The lab investigation should focus mainly on application, analysis, and synthesis of knowledge. Teachers should utilize questioning strategies to emphasize higher order thinking.

4. Instructional Objectives: The “We will” and “I will” statements correspond with what students are learning in lab.

5. Learning Environment: Safety should be considered when designing the investigation, and monitored while students are performing the investigation.

6. Student Engagement: Students should be actively participating and engaged for the duration of the lab investigation.

7. Connections: Lab investigations should connect to real world examples and student prior learning.
<table>
<thead>
<tr>
<th>What Should We See in a Lab Investigation?</th>
<th>What Might We See in a Lab Investigation?</th>
<th>What Should We NOT See in a Lab Investigation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of careful planning and organization</td>
<td>• Brief, engaging, exciting, educational demonstrations that reinforce material or introduce new materials and/or techniques</td>
<td>• Demonstrations longer than a few minutes</td>
</tr>
<tr>
<td>• Materials that contribute to the purpose of the investigation</td>
<td>• Online investigations relevant to topics and at the level of rigor required</td>
<td>• Direct instruction longer than a few minutes</td>
</tr>
<tr>
<td>• Collaboration among students</td>
<td>• Student groups performing different parts of investigation at different rates/times</td>
<td>• Worksheets used as a lab</td>
</tr>
<tr>
<td>• Students safely and actively participating in lab investigations</td>
<td>• Teacher helping student groups to streamline group's investigative design</td>
<td>• Whole group labs in which students are asked to volunteer to read thermometers or other equipment teacher is using</td>
</tr>
<tr>
<td>• Students using lab equipment appropriate for grade level</td>
<td></td>
<td>• Lab investigations appropriate for lower grade levels</td>
</tr>
<tr>
<td>• Students collecting qualitative and/or quantitative data</td>
<td></td>
<td>• Lab investigations that do not directly relate to course content</td>
</tr>
<tr>
<td>• Pace and rigor appropriate for content and grade level</td>
<td></td>
<td>• A majority of time spent doing online labs and/or demonstrations</td>
</tr>
<tr>
<td>• Instruction adjusted according to level of students’ understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grading Policy

West ISD shall provide the following provisions for the assignment of grades on class assignments and examinations. The District’s grading policy includes:

1. Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

*Education Code 28.0216*

Finality of the Grade

An examination or course grade issued by the classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with West ISD’s grading policy applicable to the grade, as determined by the Board.

A determination by the Board is not subject to appeal.

This subsection does not prohibit an appeal related to a student’s eligibility to participate in extracurricular activities under Education Code 33.081.

*Education Code 28.0214*

Guidelines for Grading

These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

- All assignment grades must have a specific title of assignment or TEKS-based Student Expectation listed in the Skyward Gradebook program.
- No individual grade may be entered more than one time.
- All teachers shall adhere to the West ISD prescribed grade reporting percentages (See Page 26). These standards may not be modified in Skyward. All assignments must be on the 0-100% point scale.
• All grades must be populated in Skyward Gradebook for parents/guardians and students to view via Skyward Family Access within five school days after the assigned due date (date assignment is collected by the teacher). Essay or short answer assessments or writing projects/papers must be populated within ten school days. Independent Practice and Assessment tasks must be entered in advance for the coming school week unless assignments are already outlined on the teacher website or in Schoology.

• When a class average of ≤69% on any assignment or assessment occurs, then the teacher shall re-teach/re-test that unit of study with no grade penalty. (For “individual student” re-teach/re-test guidelines, see the Senate Bill 2033 information below.)

• Any daily work, homework, or assessment assigned and due on or before the last day of the grading period shall be graded and entered in Skyward within the same grading period.

• All student work shall be returned to the student, including but not limited to, exams, quizzes, research papers, projects, daily work, and homework, according to established grading timelines. Exceptions to the return of students’ tests will be semester exams, District curriculum-based assessments, and all AP exams utilizing copyrighted College Board questions.

• Semester exams, District curriculum-based assessments, and all AP exams utilizing copyrighted College Board questions may be reviewed with the teacher at the parent’s request. Remember, teacher-created exams, quizzes, research papers, projects, daily work, and homework are legally considered part of Student Records pursuant to parent/guardian request per West ISD Board Policy FL.

West ISD shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

**Senate Bill 2033**
Currently, West ISD has in place a make-up policy for missed assignments. Also, teachers do not assign a minimum grade on progress reports or report cards. West ISD teachers assign grades that reflect a student’s relative mastery of an assignment.

In regards to the “re-teach and redo” guideline, Senate Bill 2033 affords students the opportunity to re-take a major assessment or test in which the student did not meet mastery. In the event a student receives a failing grade (≤69%) on a major assessment/project, they will be provided one reasonable opportunity to participate in the re-teaching/re-testing process. To ensure ample time to complete the re-teach/re-test process, teachers should not administrate or assign due date for a major assessment/project that is within 5 school days of the end of the grading period.
Elementary (PK-5) students will have a maximum of 10 school days scheduled with the teacher after the test was graded and returned to complete the re-teach/re-test process. The teacher will strive to complete the re-teach and re-test process before school, after school, during campus-wide intervention time, or during class. If a teacher is not available during the scheduled times, that day does not count toward the 10 school days. Also, if a student needs to attend re-teach sessions with more than one teacher, then scheduled times for re-teach/re-test with teachers may extend past 10 school days to allow teachers to coordinate re-teach/re-test times.

Secondary (grades 6-12) students will have a maximum of 5 school days scheduled with the teacher after the test was graded and returned to complete the re-teach/re-test process. The teacher will strive to complete the re-teach and re-test process before school, after school, during campus-wide intervention time, or during class. If a teacher is not available during the scheduled times, that day does not count toward the 5 school days. Also, if a student needs to attend re-teach sessions with more than one teacher, then scheduled times for re-teach/re-test with teachers may extend past 5 school days to allow teachers to coordinate re-teach/re-test times.

Some examples of re-teaching are included below. This is not an all-inclusive list.

<table>
<thead>
<tr>
<th>Re-teaching Examples</th>
<th>Re-teaching Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using manipulatives/hands-on activities that were not used in initial instruction</td>
<td>• Asking students to reread the text</td>
</tr>
<tr>
<td>• Using manipulatives/hands-on activities in an alternative method than initial instruction</td>
<td>• Asking students to watch a video</td>
</tr>
<tr>
<td>• Critical analysis/discussion about material with teacher</td>
<td>• Asking students to look over their notes</td>
</tr>
<tr>
<td>• Using different instructional strategies than initial instruction</td>
<td>• Reviewing initial assessment prior to retest using the same assessment</td>
</tr>
<tr>
<td>Utilizing a different learning style than</td>
<td>• Homework/home-based assignment</td>
</tr>
</tbody>
</table>

Students will be allowed to demonstrate proficiency of learning objectives by means of a re-teach activity and re-test for a maximum of 70% of the original score possible. The student must attend a re-teach session in order to be eligible to take the re-test. Upon the completion of the re-test, the two grades will be reviewed with the higher grade being recorded in Skyward Gradebook. Again, the final grade may not exceed 70%.
Decisions concerning extenuating circumstances to the 5 or 10 school day rule will be left to the sole decision of the teacher. For UIL eligibility purposes (grades 7-12), the final grade must be posted by the UIL grade reporting deadline. Re-testing will not include semester or final exams.

Due to the rigor, expectations, and guidelines of Advanced Placement (AP) and Dual Credit courses, these courses will be exempt from the re-test policy. McLennan Community College does not have a re-teach/re-test policy.

*Semester exams and nine-week benchmarks are excluded from this process.
Percentage Weight of Grades
Students shall receive both major (assessment) and minor (practice) grades. Major and minor grades will be weighted as follows:

Grades 1-5
- 50% Major Grades: Essays, projects, tests, performance assessments, science labs, etc.
- 50% Minor Grades: Homework, quizzes, class activities, practice, etc.

Grades 6-12
- 60% Major Grades: Essays, projects, tests, performance assessments, science labs, etc.
- 40% Minor Grades: Homework, quizzes, class activities, practice, etc.
  - 25% Quizzes, Class Activities, Practice, etc.
  - 15% Homework

Grades 9-12 Advanced Courses, AP, and Dual Credit*
- 70% Major Grades: Essays, projects, tests, performance assessments, science labs, etc.
- 30% Minor Grades: Homework, quizzes, class activities, practice, etc.
  - 20% Quizzes, Class Activities, Practice, etc.
  - 10% Homework

*McLennan Community College adjunct professors will utilize their required department grade weights. Only West High School dual credit teachers who are West ISD staff members are required to follow this grade weight requirement.

Teachers are encouraged to provide a sufficient number of grades so as to allow for multiple opportunities for students to demonstrate mastery of the TEKS. Students should receive a minimum of 10 total grades per grading period. Each weighted grading category must have a minimum of 2 grades per grading period. At the first progress report of each grading period, each category must contain at least 1 grade. For subsequent progress reports, teachers should add new grades.

Projects
A project/research paper is a research-based, culminating product of learning developed by students over an extended period of time that is based on established curriculum and that is assessed throughout the process.
A well devised project/research paper has the following attributes:

- A curriculum focus which is tied to multiple important content objectives as well as skills objectives.
- Incremental steps which are assessed by the teacher for a grade, are age and course appropriate, and allow for equal access to resources.
- A culminating product which demonstrates meaningful learning and which is age and course appropriate.
- An assessment which includes a rubric that clearly defines the grading criteria and places the majority of the grade on the content learned, not the presentation of the project. The assessment rubric is shared with students at the beginning of the project/research paper and includes the opportunity for students to self-assess.

Some products of learning do not rise to the level of a project and therefore should not be considered a project. The attributes of smaller products of learning are:

- Tied to single or multiple content objectives.
- Completed as a limited time or as an extended time in-class assignment or as a homework assignment.
- Requires only traditional school supplies for completion.

Small products of learning may not be required to adhere to the guidelines described below.

Additional district guidelines for projects as described above include:

- Students are to be encouraged to use library resources such as books (including online textbooks) and databases before accessing internet sources.
- Teachers are required to limit the cost of materials and supplies to a reasonable amount and consider student access to technology outside of school.
- **Grades for students who participate in a group project must be assessed independently based upon their individual performance/contribution.**
- Teachers are to provide a timeline/calendar and rubric at the beginning of each project that will include the completion date.

Guidelines regarding dates for which projects can be assigned:

- Major projects may not be assigned with a completion date immediately following a holiday.
- Major projects may not be assigned with a completion date during the period of STAAR testing.

Teachers and principals are to work together to ensure minimal conflicts with major research assignments/projects.

Projects are to be designed so that excessive parental involvement is not required.
Homework

- Homework can be written or non-written tasks that are assigned by a teacher and completed by students outside of class time.
- The purposes of homework are to provide opportunities to review previously mastered skills, develop independent study habits, or to extend and enrich the curriculum.
- Homework should be related to the curriculum of the class and teachers need to articulate the purpose of the homework to the students.
- Homework should not be used for behavior management or to serve as punishment for any student.
- Homework should be designed as independent practice therefore requiring minimal parent involvement.
- Homework should not be assigned on weekends for Prekindergarten through Grade 5, but may be assigned on weekends for Grades 6-12. This guideline does not include projects.
- Reading assignments are to be incorporated into homework time guidelines for each grade level but voluntary reading beyond the time limit is encouraged by the district.
- If assigning a long term project, outside class work should be included in the homework timelines.
- Teachers should provide feedback and/or grades posted in Skyward for assignments/assessments within five school days after the assigned due date (date assignment is collected by the teacher).
- Homework assigned to students with modifications or accommodations should follow the individualized education plan of the student.

Homework time limits for each grade level are as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>*Total Homework Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prekindergarten and Kindergarten</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Grade 1</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Grade 2</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Grade 3</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Grade 4</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Grade 5</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>60-80 minutes</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>60-90 minutes</td>
</tr>
</tbody>
</table>

* The time allotment is for all subjects combined. It does NOT mean per subject or class.
Late Classwork and Homework

The Late Classwork and Homework penalties apply only to students who are in attendance, but fail to turn work in on time. No work will be accepted after the end of the progress report period in which the assignment grade was posted in Skyward. With the approval of the campus principal, an incomplete (I) may be assigned in extenuating circumstances. Reminder, an (I) must be cleared by the next grade reporting period. In the eyes of the UIL, an (I) is the same as a failing grade.

The penalty for late work is as follows:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Grades 2-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>One or More Days (Up until the last day of the progress report period)</td>
<td>-15 Points</td>
</tr>
<tr>
<td>After the End of the Assigned Progress Report Period</td>
<td>-100 Points or 0</td>
</tr>
</tbody>
</table>

In Prekindergarten through Grade 1, no work is considered late if submitted within the assigned grading period. Dual credit and AP courses are exempt from this policy.

Make-up Work

All students shall be allowed to make up work when they are absent from class.

- Students shall have a time equal to days absent from class plus one day to complete all missed assignments.
  - For example: The student misses 1 school day on Monday, but the student returns to school on Tuesday. The student has until Thursday to turn in the work. The student receives the make-up on Tuesday from the teacher and has Wednesday to complete the new and make-up work assignments.

- Under extenuating circumstances such as long-term illness or family emergencies (with approval from the campus principal), teachers may choose to give students more than one day for each day missed to make-up assignments.

- Time allowed for make-up work due to a school sponsored activity shall be in accordance with the Make-up Work Guidelines for all absences.

- Make-up tests or quizzes should be administered during tutorial time to prevent the student from missing additional class time; however, students who cannot attend tutorials must be given the opportunity to make up this work during the regular school day.

- If a student does not complete the work assigned after the allotted number of days has passed, the late work schedule comes into effect.

- Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student’s absence.

- A student suspended from his/her regular classes is to request makeup work during the suspension or immediately when he/she returns to school. This work will be graded according to the Make-up Work Guidelines.
Extra Credit
Teachers may assign extra credit to any assignment. The instructional process in West ISD stresses multiple opportunities for student success.

- All extra credit is to be academic and related to the TEKS in the particular subject area.
- Extra credit may be offered at the discretion of the teacher.
- If extra credit is offered, it must be offered to all students in the class.
- Extra credit shall not be given for students providing classroom supplies or materials, or awarded for any other non-academic work. For example: signatures on work, canned-goods, boxes of tissue, paper, school supplies, or fundraising purposes.
- Extra credit awarded will not account for more than 5% of the grading period average.
- The awarding of extra credit for previously assigned work a student has failed to complete is not allowed unless the student completes the original assignment first.
- In the case of class-wide low scores, as determined by the teacher, the material should be retaught, learned at the appropriate level of cognition by the students and then redone/retested. The goal must be student learning and not grade points.

Advanced Course Summer Reading Guidelines
Graduates of West ISD should be prepared academically, able to communicate effectively, and prepared for life and career. West ISD believes that reading is an important way to meet these goals. In order to better prepare for advanced coursework and in order to build a literary base of knowledge at a deep and complex level, students entering advanced ELAR courses are asked to read quality literature over the summer. Guidelines for summer reading are outlined below.

- **Guideline #1:** Teachers will choose books for the summer reading program that are aligned with the course specific TEKS, YAG, and IFD.

- **Guideline #2:** West ISD will provide the books to the students for check out over the summer as to not put a purchasing requirement on the summer reading program.

- **Guideline #3:** Because the purpose of summer reading is to give the students a literary connection to the course, the entirety of the assignment will be to read the book prior to the beginning of school. One exception will be that teachers may assign a journal, blog, notes, etc. to be kept with the reading; however, no grade will be recorded in the grade book for this journal. This avoids the student receiving a grade for an assignment completed outside of the school year.

- **Guideline #4:** In lieu of completing a written assignment over the summer, students are expected to demonstrate understanding of the reading by completing an assignment within the first grading period of the school year.

- **Guideline #5:** Each teacher must submit their chosen book lists to the principal for final approval prior to sending the information home with students. The main reason for this is to maintain fidelity with the controversial topics policy and requirements and to promote principal communication with parents should an issue arise.
Options for book selection:

- **Option #1:** Teacher provides a list of books that the campus library has on hand for checkout over the summer. The list of books has common themes and meets the requirements of Guideline #1.
- **Option #2:** Teacher picks a book from the book sets that the campus has available. The campus would have to have enough copies of this book to provide a copy for each student.
- **Option #3:** Teacher picks a book that the campus does not currently have, works with the campus principal to see if funding is available and, if so, purchases a copy for each student taking the advanced course. Each student checks a copy of the book out prior to summer break.

**Report Cards**

West ISD shall issue grade reports/report cards every 9 weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with the standards established in West ISD Board Policy EIE.

Written notice shall be provided to a parent of a student’s performance in each class or subject.

This notice must provide for the signature of the student’s parent and must be returned to the District. “Parent” includes a guardian, conservator, or other person having lawful control of a student. These requirements do not apply to a student who: (1). Is 18 or older and living in a different residence than the student’s parents; (2). Is married; or (3). Has had the disabilities of minority removed for general purposes.

*Education Code 28.022*

**Progress Reports**

Interim progress reports shall be issued for all students after the third and sixth weeks of each grading period. Supplemental progress reports may be issued at the teacher’s discretion.

For the first progress report of each grading period, a minimum of 1 grade must be recorded for each grading category in the Skyward Gradebook. For subsequent progress reports, teachers should add new grades.

This progress report must provide for the signature of the student’s parent and must be returned to the District. “Parent” includes a guardian, conservator, or other person having lawful control of a student. These requirements do not apply to a student who: (1). Is 18 or older and living in a different residence than the student’s parents; (2). Is married; or (3). Has had the disabilities of minority removed for general purposes.

*Education Code 28.022*
### Reporting Dates

Grades must be entered into the Skyward Gradebook program, and Progress Reports and Reports Cards sent to parents/guardians on designated dates as posted on the West ISD Grade Reporting Timeline.

Below are the reporting dates for the 2020-2021 school year:

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>Begins On</th>
<th>Ends On</th>
<th>Grades Posted By*</th>
<th>Reports Go Out On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Report 1-2</td>
<td>09/08/2020</td>
<td>10/16/2020</td>
<td>10/20/2020</td>
<td>10/20/2020</td>
</tr>
<tr>
<td>Report Card 1</td>
<td>09/08/2020</td>
<td>10/30/2020</td>
<td>11/03/2020</td>
<td>11/05/2020</td>
</tr>
<tr>
<td>Progress Report 2-1</td>
<td>11/02/2020</td>
<td>11/20/2020</td>
<td>12/01/2020</td>
<td>12/01/2020</td>
</tr>
<tr>
<td>Progress Report 2-2</td>
<td>11/02/2020</td>
<td>12/18/2020</td>
<td>01/05/2021</td>
<td>01/05/2021</td>
</tr>
<tr>
<td>Report Card 2</td>
<td>11/02/2020</td>
<td>01/15/2021</td>
<td>01/19/2021</td>
<td>01/21/2021</td>
</tr>
<tr>
<td>Progress Report 3-1</td>
<td>01/19/2021</td>
<td>02/05/2021</td>
<td>02/09/2021</td>
<td>02/09/2021</td>
</tr>
<tr>
<td>Progress Report 3-2</td>
<td>01/19/2021</td>
<td>02/26/2021</td>
<td>03/02/2021</td>
<td>03/02/2021</td>
</tr>
<tr>
<td>Report Card 3</td>
<td>01/19/2021</td>
<td>03/26/2021</td>
<td>03/30/2021</td>
<td>04/01/2021</td>
</tr>
<tr>
<td>Progress Report 4-1</td>
<td>03/29/2021</td>
<td>04/16/2021</td>
<td>04/20/2021</td>
<td>04/20/2021</td>
</tr>
<tr>
<td>Progress Report 4-2</td>
<td>03/29/2021</td>
<td>05/07/2021</td>
<td>05/11/2021</td>
<td>05/11/2021</td>
</tr>
<tr>
<td>Report Card 4</td>
<td>03/29/2021</td>
<td>05/28/2021</td>
<td>05/29/2021</td>
<td>**</td>
</tr>
</tbody>
</table>

* Grades must be posted in Skyward Gradebook by 4:00 PM.
** All report cards will be mailed home after school ends.

### Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

### Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the West ISD Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

In the West ISD Student Code of Conduct, scholastic dishonesty is giving or receiving information or help on a test; possession of any unauthorized material during a test; copying another student’s assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done
individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, or accessing a teacher edition. Using electronic devices to send or receive information as described above is also classified as cheating.

Plagiarism, the use of another’s ideas or products as one’s own, shall also be defined as cheating. Plagiarism is any failure to give credit for information found and used. It may involve word-for-word copying, paraphrasing, or simply using ideas and information.

The penalty for scholastic dishonesty will be a zero for work involved, and the student will be subject to other appropriate disciplinary action which may include lowering the conduct grade one level. In scholastic dishonesty offenses, all students involved shall be subject to disciplinary action.

Retention and Promotion

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See West ISD Board Policy EHBC]

West ISD shall comply with applicable state and federal requirements when determining methods for students with disabilities [See West ISD Board Policy FB] or students who are English language learners [See West ISD Board Policies EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student’s admission, review, and dismissal (ARD) committee and documented in the student’s individualized education program (IEP). [See West ISD Board Policies EHBA series and EK]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

- Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
**Grades 1-8**
In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (Texas Essential Knowledge and Skills) for all subject areas and a grade of 70 or above in all of the following areas: English/language arts/reading, mathematics, science, and social studies.

At Brookhaven Youth Ranch School, promotion to the next grade level may be based upon the decision of the Grade Placement Committee (GPC).

**Grades 9-12**
Grade-level advancement for students in grades 9–12 shall be earned by year-long course credits. [See West ISD Board Policy EI]

At Brookhaven Youth Ranch, grade level advancement is earned by semester course credits.

**Accelerated Instruction**
If a student fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of Grade Advancement Testing.

**Student Success Initiative (SSI) Grade Levels/Subject Tests**
**SSI will not be in effect for the 2020-2021 school year.**

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>Reading</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
SSI Roadmap

**SSI will not be in effect for the 2020-2021 school year.**

Students in Grades 5 & 8 take the Reading and Math STAAR (March).

- **PASSES**
  - Student meets local policy for grade advancement.
  - School notifies parents of student failure or absence. Parents will also be notified of time, date, type of accelerated instruction, and possible retention.

- **FAILS/ABSENT**
  - Student retakes the Reading and/or Math STAAR (May).
  - Principal, parent, and teacher will meet for Grade Placement Meeting to discuss appropriate accelerated instruction. Principal will set up GPC meeting.

  - **Student retakes the Reading and/or Math STAAR (June).**
    - **PASSES**
      - Student meets local policy for grade advancement.

  - **FAILS/ABSENT**
    - Student is automatically retained in current grade. Parents are given notice of their right to appeal.

    - **No Parent Appeal**
      - Student automatically retained.
    - **Parent Appeal**
      - GPC decides to retain student.

      - **Student may be promoted if the GPC unanimously decides that the student is likely to perform on grade level with**
        - Accelerated instruction completed prior to the beginning of the school year
        - Additional accelerated instruction during the school year.

      - In the GPC meeting, the committee must develop an accelerated instruction and/or an attendance plan for the student whether a student is retained or promoted. The instruction plan will include parent/guardian progress reports, as well as, an opportunity for consultation with the teacher/principal as needed.

* Certain students—some with disabilities and some with limited English Proficiency—may be eligible for exemptions, accommodations, or deferred testing.
Grade Advancement Testing

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level, students in grades 5 and 8 must meet the passing standard on the applicable state-mandated assessments in reading and mathematics to be promoted to the next grade level, in addition to the District’s local standards for mastery and promotion. In the state of Texas, this assessment is the State of Texas Assessments of Academic Readiness (STAAR) Reading and Mathematics tests.

The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student’s GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee’s decision shall be based on a review of the student’s performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

If a parent initiates an appeal of his or her child’s retention following the student’s failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

- All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
- The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student’s parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student’s progress during the following school year to ensure that he or she is progressing in accordance with the plan.

When a student transfers into West ISD having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with West ISD’s standards for promotion.
Grade Assignment of Retained Students

In the event a student is not promoted to the next grade level, West ISD shall nevertheless assign the student to an age-appropriate campus, unless:

- The student’s parent requests that the student be assigned to the same or a similar campus setting; or
- The student’s GPC determines that it would be in the student’s best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
  - Recommendations from the student’s teachers.
  - Observed social and emotional development of the student.

Senate Bill 149 Eligibility Flowchart – Texas High School Graduation Paths
## Response to Intervention (RtI)

### Core Characteristics of Tiers

<table>
<thead>
<tr>
<th>RtI Components by Tier</th>
<th>Description</th>
<th>Procedures for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general education classroom:</td>
<td><strong>TIER 1</strong> Collection and sharing of benchmark data among teachers, principals, district staff, and parents (data are collected in fall, winter, and spring). - Specific, objective measures of problem areas, not anecdotal information or opinions.</td>
<td>School personnel conduct universal screening of academic and behavioral skills. Teachers implement a variety of research-based instructional strategies. Ongoing curriculum based measures (continuous progress monitoring) are used to guide high-quality instruction. Students receive differentiated instruction based on data from ongoing assessments.</td>
</tr>
<tr>
<td>High-quality instruction and behavioral supports are provided for all students in general education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group instruction (1:5 preferred, 8 max)</td>
<td><strong>TIER 2</strong> Curriculum-based measurement (CBM) to determine whether a problem area is an issue with the student or core curriculum. Which interventions will be tried that are different? Who will do them? When? Where? For how long? Frequent collection of a variety of data to examine student performance over time and evaluate interventions in order to make data-based decisions. Data-based decision making for intervention effectiveness.</td>
<td>Curriculum-based measures are used to identify which students continue to need assistance with specific kinds of skills. Collaborative problem solving is used to design and implement instructional support for students that may consist of more individualized strategies and interventions. Student progress is monitored frequently to determine intervention effectiveness.</td>
</tr>
<tr>
<td>Baseline data collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written plan of accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison of pre- and post-intervention data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized scientific research-based intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30 minutes in addition to core instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly monitoring on targeted skill to ensure adequate progress and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May occur in general education classroom or through support services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students whose performance and rate of progress lag behind those of peers in their classroom, school, or district receive more specialized prevention or remediation within general curriculum.

Systematic assessment is conducted to determine the fidelity with which instruction and interventions are implemented. Parents are informed and are involved in planning. General education teachers receive support (training, consultation, direct services).

<table>
<thead>
<tr>
<th>Small group instruction (1:3) based upon individual student need: SPED, Speech, Dyslexia, ESL, 504:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased intensity of interventions</td>
</tr>
<tr>
<td>Provided for students who do not respond to Tier 1 and Tier 2 efforts</td>
</tr>
<tr>
<td>Individualized and responsive intervention</td>
</tr>
<tr>
<td>Small group instruction (1:3)</td>
</tr>
<tr>
<td>Up to 50 minutes a day in addition to core curriculum</td>
</tr>
<tr>
<td>Weekly monitoring on targeted skill to ensure adequate progress and learning</td>
</tr>
</tbody>
</table>

**Tier 3**

The most intensive phase of Rti

Fidelity of intervention ensured by documentation

If progress monitoring does not establish improvement after intervention phase is implements, a possible referral for special programming may be warranted.

<table>
<thead>
<tr>
<th>Procedures are consistent with those of Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensity of interventions increases; treatment time and group size vary with interventions</td>
</tr>
</tbody>
</table>

**Tier 3** includes all the elements of Tier 2. The difference between Tier 2 and Tier 3 is the frequency and group size of the intervention treatment.
Response to Intervention Process

RtI Flow Chart

Is the student making adequate progress toward achieving academic and behavior goals for grade level mastery?

- NO
  - Teacher collaborates with appropriate colleagues* to identify differentiated/research-based instructional strategies that assist the student in meeting expectations at the desired grade level. Begin documentation of Tier 1 strategies on RtI forms.
    - Interventions are successful. Continue use of Tier 1 interventions.
    - Interventions are not successful. Teacher seeks more input from grade-level teammates, principal, assistant principal, and curriculum coordinator (as needed)* to identify and implement new strategies that assist the student in meeting expectations at the desired grade level. Teacher continues to document Tier 1 data and strategies on RtI forms.
      - Interventions are successful. Continue use of Tier 1 interventions.
      - Interventions are not successful. Notify parents prior to Tier 2 consideration.

- YES
  - Continue with Tier 1 instructional practices in the classroom.
    - Teacher requests meeting with grade-level teammates, principal, asst. principal, and the following as needed: curriculum coordinator, interventionist, speech/language therapist, counselor, school nurse, and occupational therapist, ESL Coordinator, and/or special education staff** to implement Tier 2 process.
      - Tier 2 Plan is developed at the RtI meeting and communicated to all stakeholders. Continue RtI documentation.
        - Interventions are successful. Continue use and documentation of Tier 1 and Tier 2 interventions.
          - Interventions are not successful. Teacher requests meeting with grade-level teammates, principal, asst. principal, and the following as needed: curriculum coordinator, interventionist, speech/language therapist, counselor, school nurse, and occupational therapist, ESL Coordinator, and/or special education staff** to create a Tier 3 plan or consider other special programming. Continue all interventions, communication, and documentation.
            - Interventions are successful. Continue all interventions, documentation, and communication. Referral to special programming.
# Personnel Involved in the RtI Process

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>West Elementary School</strong></td>
<td></td>
</tr>
<tr>
<td>Brandy Landrum</td>
<td>District Education Diagnostician</td>
</tr>
<tr>
<td>Carrie Kazda</td>
<td>WES Principal</td>
</tr>
<tr>
<td>Carla Sykora</td>
<td>Special Education Director</td>
</tr>
<tr>
<td>Kristie Bryant</td>
<td>Counselor</td>
</tr>
<tr>
<td>Betsy Rozyskie</td>
<td>Dyslexia and Reading Interventionist</td>
</tr>
<tr>
<td>Candace Eubanks</td>
<td>Dyslexia and Reading Interventionist</td>
</tr>
<tr>
<td>Lisa Crowder</td>
<td>Math Interventionist</td>
</tr>
<tr>
<td>Loretta Cvikel</td>
<td>Nurse</td>
</tr>
<tr>
<td>Misty Cook</td>
<td>Assistant Principal, PK-2</td>
</tr>
<tr>
<td>LeAnna Sexton</td>
<td>Assistant Principal, 3-5</td>
</tr>
<tr>
<td>Lucero Aguilar</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Kassie Fitzhugh</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Susan Swander</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td>Tory Dobecka</td>
<td>Reading Specialist/Interventionist</td>
</tr>
<tr>
<td><strong>West Middle and High School</strong></td>
<td></td>
</tr>
<tr>
<td>Candace Eubanks</td>
<td>Dyslexia and Reading Interventionist</td>
</tr>
<tr>
<td>Brandy Landrum</td>
<td>District Education Diagnostician</td>
</tr>
<tr>
<td>Carla Sykora</td>
<td>Special Education Director</td>
</tr>
<tr>
<td>Cindy Wells</td>
<td>WMS Special Education Teacher</td>
</tr>
<tr>
<td>Denae Buzbee</td>
<td>ESL Coordinator</td>
</tr>
<tr>
<td>Rhonda Padgett</td>
<td>WHS Intervention/SPED Teacher</td>
</tr>
<tr>
<td>Paula White</td>
<td>WMS Nurse</td>
</tr>
<tr>
<td>Chuck Klander</td>
<td>WMS/WHS Principal</td>
</tr>
<tr>
<td>Matthew Biles</td>
<td>WMS Assistant Principal</td>
</tr>
<tr>
<td>Jana Pratka</td>
<td>At-Risk Coordinator</td>
</tr>
<tr>
<td>Claudia McGlothen</td>
<td>Counselor</td>
</tr>
<tr>
<td>Michele Scott</td>
<td>Assoc. Principal</td>
</tr>
<tr>
<td>Sharon Hlavenka</td>
<td>Counselor</td>
</tr>
<tr>
<td>Susan Swander</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td>Terri Tobola</td>
<td>WHS Nurse</td>
</tr>
<tr>
<td><strong>Brookhaven Youth Ranch</strong></td>
<td></td>
</tr>
<tr>
<td>Carla Sykora</td>
<td>Special Education Director</td>
</tr>
<tr>
<td>Brandy Landrum</td>
<td>Education Diagnostician</td>
</tr>
<tr>
<td>Denae Buzbee</td>
<td>ESL Coordinator</td>
</tr>
<tr>
<td>Susan Swander</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td>Theresa Soukup</td>
<td>BYR Principal</td>
</tr>
</tbody>
</table>
Credit by Exam

With Board approval, West ISD shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects.

Kindergarten-Grade 5

West ISD shall develop procedures for kindergarten acceleration that are approved by the Board. West ISD shall accelerate a student in Grades 1–5 one grade level if the student meets the following requirements:

- The student scores 80% or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
- A district representative recommends that the student be accelerated; and
- The student’s parent or guardian gives written approval of the acceleration.

Grades 6-12 (Without Prior Instruction)

West ISD shall give a student in Grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

- A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
- A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
- Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80% or higher, West ISD shall enter the examination score on the student’s transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023(c) for the course.

Grades 9-12 (With Prior Instruction)

Credit Recovery for Grade 9-12 is available to students attempting to regain credit for a course in which the student has received prior instruction in an academic course where mastery was not demonstrated. Students may recover credit in a course when the student failed to demonstrate mastery in the content area if the Student earns a score of 70% or higher on the content area exam.

Only scores 70% or higher will be recorded. The credit earned will not replace the previous course grade; however, the score will be averaged into the student’s GPA.

*PLEASE NOTE: Students may not take credit by exam to regain credit for a course that requires an EOC.
The District shall not charge for examinations for acceleration. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

**Board Approved Examinations**

The Board shall approve for each high school course, to the extent available, at least four examinations that shall include College Board advanced placement examinations and examinations administered through CLEP.

The examinations may be developed by Texas Tech University, the University of Texas at Austin, the school district, or another entity.

If using a district-developed examination or an examination developed by another entity, prior to the first administration, West ISD must certify that the examination:

- Covers all assessable Texas essential knowledge and skills for the course;
- Has not been published and is not publicly available;
- Will only be administered in a secure environment under standardized conditions by a school district or institution of higher education;
- Has been externally validated;
- Is equivalent to state level EOC assessment instruments in terms of content coverage, item difficulty, and technical quality;
- Yields comparable results for all subgroups; and
- If for a course that has a state level EOC assessment instrument, is validated against the applicable EOC assessment. For a course that is validated for this purpose, a school district must make public:
  - The test development process; and
  - The results of the validation efforts.

District-developed examinations for courses that do not have an EOC assessment shall meet all validation requirements at items 1–7 above no later than the 2018–19 school year for each examination offered for credit.

Examinations developed by Texas Tech University and The University of Texas at Austin for courses that do not have a state EOC assessment shall meet all requirements at items 1–7 above not later than the 2018–19 school year for each of its examinations offered for credit.

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination.
Annual Administration
West ISD shall administer each exam approved by the board not fewer than four times each year. West ISD will provide windows to test between January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31, unless the exam administration date is established by an entity other than the district. The days need not be consecutive but shall be designed to meet the needs of all students. The dates must be publicized in the community.

Credit by Exam Testing Calendar

<table>
<thead>
<tr>
<th>Testing Session</th>
<th>Registration Window</th>
<th>Testing Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Enrollment</td>
<td>August 10-21, 2020</td>
<td>September 14-18, 2020</td>
</tr>
<tr>
<td>2020 Fall Session</td>
<td>October 1-9, 2020</td>
<td>November 9-13, 2020</td>
</tr>
<tr>
<td>2021 Spring Session</td>
<td>January 8-15, 2021</td>
<td>February 10-14, 2021</td>
</tr>
<tr>
<td>2021 Summer Session</td>
<td>May 26-June 2, 2021</td>
<td>June 14-18, 2021</td>
</tr>
</tbody>
</table>

West ISD may allow a student to accelerate at a time other than those described above by developing a cost-free option approved by the board that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

Limitations on Taking Examinations
A student may not attempt to earn credit by examination for a specific high school course more than two times.

If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the district’s prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

Fees
West ISD shall not charge for examinations for acceleration. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

*Education Code 28.023; 19 TAC 74.24, 101.3021(c)*
Lesson Planning

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the state curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of the District’s locally adopted curriculum.

Role of TEKS Resource System (TRS): District Standard

<table>
<thead>
<tr>
<th>Non-Negotiables</th>
<th>Description</th>
<th>Negotiables</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>YAG</td>
<td>Year at a Glance: View standards bundled into units of instruction with a recommended order for the year</td>
<td>TEKS Verification Document</td>
<td>View of standards taught within the year in a single snapshot.</td>
</tr>
<tr>
<td>IFD</td>
<td>Instructional Focus Document: Bundles student expectations into units of instruction with a rationale for bundling for certain TEKS. Provides major concepts for the unit, as well as, key understandings for students.</td>
<td>TEKS Clarification/Enhanced TEKS Clarification</td>
<td>Outlines the standards taught and includes clarifying specificity.</td>
</tr>
<tr>
<td>VAD</td>
<td>Vertical Alignment Document: Vertically tracts the depth and complexity of a standard through grade levels.</td>
<td>Resources</td>
<td>Supplemental resources for supporting and enhancing instruction</td>
</tr>
<tr>
<td>TRS Gap Analysis Tool</td>
<td>Gap Tool: Helps identify student gaps in knowledge due to COVID-19 school closures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Assessments</td>
<td>Assessment Creator: Collection of test items that assess the specified student expectations as noted on the instructional focus documents.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
West ISD Lesson Plan Requirements

In alignment with the Effective Schools Framework, the following are required lesson plan components:

- Objective
- Opening/ Closing Activities
- Pacing
- Instructional Activities with Differentiation
- Formative Assessment/ Checks for Understanding

West ISD will continue to implement Sean Cain’s Fundamental Five and TRS/Lead4Ward Vocabulary best practices. Of which, Framing the Lesson (We will…. I will....), Frequent Small Group Purposeful Talk (Essential Seed Questions), and Academic Vocabulary are required lesson plan components as well.

Purpose of Lesson Planning

West ISD will use an approved lesson plan document that includes key components from the West ISD instructional framework and the Effective Schools Framework.

Lesson plans need to be prepared at a minimum of one week in advance and entered for review in Google Drive no later than 4:00 PM on Monday.

Example: Lesson plans for the week of September 19 are due by September 12 at 4:00 PM.

Lesson plans are the guide to instruction for teachers and students. There are many advantages to preparing lesson plans that include:

- A planned teacher is a confident teacher.
- Lessons flow more smoothly.
- Instructional time is not wasted.
- All stakeholders can benefit from planned instruction (teachers, students, parents, special education staff, and administrators).
- Instruction is documented.
- Professional growth in content and best teaching practices.
Teaching Controversial Subjects

The District shall address controversial topics in an impartial and objective manner. Teachers shall not use the classroom to transmit personal beliefs regarding political or sectarian issues. Students and educators shall ensure that, to the extent possible, discussions are conducted fairly and courteously.

Selection of Topics
A teacher selecting topics for discussion in the classroom shall be adequately informed about the issue and capable of providing instruction on the subject, free from personal bias. In addition, the teacher shall be certain that:

- The issue in question is within the range, knowledge, maturity, and comprehension of the students.
- The issue is current and educationally significant.
- The consideration of the issue does not interfere with required instruction.
- Sufficient relevant information on all aspects of the issue is provided.
- If a teacher is unsure about a topic of discussion or about the methods to employ, the teacher may discuss the issue with the principal.

Classroom Discussion
In guiding classroom discussion of controversial issues, teachers shall:

- Foster students’ critical thinking skills.
- Encourage discussion based on rational analysis.
- Create an atmosphere in which students learn to respect others’ opinions and disagree courteously.
- Ensure that multiple viewpoints about the issue are presented by introducing an unexpressed viewpoint when necessary.
- Avoid any attempt to coerce or persuade students to adopt the teacher’s point of view.

Student or Parent Concerns
A student or parent with concerns regarding instruction about controversial issues shall be directed to the complaint policy found in West ISD Board Policy FNG.

Study of Religion & Teaching about Religion
The inclusion of religion in the study of history, culture, literature, music, drama, and art is essential to a full and fair presentation of the curriculum. The inclusion of religious elements is appropriate as long as the material included is intrinsic to the field of study in which it is presented and as long as it is presented objectively.
The District’s approach to teaching about religion shall be academic, not devotional. Emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and thorough study of these areas. Such studies shall not foster any particular religious tenet nor demean any religious beliefs, but shall attempt to develop mutual respect among students and advance their knowledge and appreciation of the role that religious heritage plays in the social, cultural, and historic development of civilization.

**Religious Texts**
Use of religious texts in instruction shall be guided by the principles set forth above. Other than texts used in an appropriate course of study, the District shall not distribute religious texts or materials to students. Such materials may be indexed, shelved, and circulated as library materials. [See West ISD Board Policy FNAA regarding student distribution of non-school literature and West ISD Board Policy GKD regarding non student distribution of non-school literature.]

**Religious Music**
District music groups may perform or receive instruction regarding religious music as part of the secular program of instruction. The primary purpose of the inclusion of religious music in performances or instruction shall be academic, not devotional. Performances and instruction shall reflect religious diversity when appropriate.

**Religious Symbols**
Religious symbols may be displayed as a teaching aid. Their display shall be temporary and limited to specific teaching activities; such displays shall not be permitted for devotional purposes.

**Religious Elements in Student Work**
Students may choose to include religious elements in their schoolwork, such as papers, presentations, or artwork; however, students’ work must fulfill the purpose of the assignment and be evaluated by secular academic standards.

**Movie Guidelines/Procedures**
Any movies that were initially made for commercial use rather than for primarily educational purposes must be approved in advance of viewing by the school principal or his/her administrative designee. If the movie contains a rating in which parental guidance is required or recommended, it cannot be viewed by the students during the school day or on campus, with the following exceptions.
Viewing Guide

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>rated</td>
<td>Only “G” or “PG” rated</td>
<td>Only “G” or “PG” rated</td>
</tr>
<tr>
<td>NO Disney movies</td>
<td>NO Disney movies</td>
<td>NO Disney movies</td>
</tr>
<tr>
<td>NO sexually explicit scenes, violence, or profanity</td>
<td>NO sexually explicit scenes, violence, or profanity</td>
<td>NO sexually explicit scenes, violence, or profanity</td>
</tr>
</tbody>
</table>

Movies should not be shown in entirety but rather clips that reinforce instruction. Viewing of entire video/multimedia must be approved by administrator, connected to the content standards, and taken from any electronic media platform (i.e., Safari Montage) purchased by the district. Exceptions MUST be submitted on the Video/Multimedia Approval form and approved by the campus principal prior to showing the video/multimedia.

Field Trip Suggestions
West ISD will follow TEA guidelines due to COVID-19. If field trips are allowed, the following venues are suggested. The following field trip destinations were considered based on the following criteria: (1) Cost of admission for students and staff, (2) Cost to transport students and staff via West ISD buses, and (3) Ability of West ISD buses to depart and return during the required “field trip” times.

- Austin Nature and Science Center Battle of Temple Junction
- Botanical Research Institute of Texas (BRIT)
- Bureau of Engraving and Printing: Western Currency Facility Cameron Park Zoo (1st Grade*)
- Chisholm Trail Museum Crayola Factory
- Dallas Arboretum and Botanical Gardens Dallas Heritage Village
- Dallas Holocaust Museum
- Dallas World Aquarium (4th Grade*) Dallas Zoo
- Dinosaur World
- Dr. Pepper Museum
- Fort Worth Nature Center and Refuge Fort Worth Zoo
- Fossil Rim Wildlife Center
- Four Hours of Fun in the Stockyards (7th Grade*) Herd Museum
- Homestead Heritage
- Fort Worth Museum of Science and History (3rd Grade*) Inner Space Cavern (5th Grade*)
- Jourdan-Bachman Pioneer Farms Lake Waco Wetlands
- Mayborn Center (Kindergarten*)
- Mayborn Planetarium and Space Theater in Killeen (2nd Grade*) Microsoft Store at the Domain
- Museum of the American Railroad Old Red Museum
- Noble Planetarium
- Penn Farm Agricultural History Center Perot Museum-Dallas (6th Grade*)
- Planetarium at UT Arlington
- River Legacy Living Science Center Sandcreek Farm
- Sky Ranch
- State Capital/Bob Bullock Museum (8th Grade*) Texas Civil War Museum
- Texas Ranger Hall of Fame Museum TSTC Challenger Learning Center
- The Gov. Bill and Vara Daniel Historic Village / Baylor University The Sixth Floor Museum
- The Thinkery
- Waco Mammoth National Monument

*Recommended due to TEKS Correlation

**Instructional Software**

**Description Chart**

<table>
<thead>
<tr>
<th>Software</th>
<th>Grade Level/Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ClassLink</td>
<td>All</td>
<td>ClassLink provides OneClick single sign-on into web and Windows applications, and instant access to files at school and in the cloud. Accessible from any computer, tablet or smartphone, ClassLink is ideal for 1to1 and Bring Your Own Device (BYOD) initiatives</td>
</tr>
<tr>
<td>Doceri (iPad App)</td>
<td>PreK-12/All</td>
<td>Doceri is the professional iPad interactive whiteboard and screencast recorder with sophisticated tools for hand-drawn graphics and built-in remote desktop control</td>
</tr>
<tr>
<td>Edgenuity</td>
<td>6-12/Credit recovery</td>
<td>Fully customizable online curriculum for credit recovery</td>
</tr>
<tr>
<td>EduHero</td>
<td>PreK-12/All</td>
<td>Learning Management System for Professional Development</td>
</tr>
<tr>
<td>Eduphoria</td>
<td>PreK-12/All</td>
<td>Data Management Program, including Forethought, Aware (including STAAR Test Maker), Appraise, Workshop</td>
</tr>
<tr>
<td>Harcourt E Products</td>
<td>K-5/Social Studies</td>
<td>Online access to Adopted Instruction Materials</td>
</tr>
<tr>
<td>Service</td>
<td>Grade/Subject</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Imagine Learning</td>
<td>K-8/ESL</td>
<td>Interactive activities, videos, and games for language and literacy</td>
</tr>
<tr>
<td>iReady</td>
<td>K-8/Reading &amp; Math</td>
<td>Online instructional resource</td>
</tr>
<tr>
<td>My HRW</td>
<td>6-12/Math, Social Studies, Biology, Physics, Chemistry</td>
<td>Online access to Adopted Instructional Materials</td>
</tr>
<tr>
<td>Safari Montage</td>
<td>PreK-12/All</td>
<td>SAFARI Montage provides K-12 school districts with a fully integrated Learning Object Repository, Digital Lesson Tools, Video Streaming Library, and IPTV &amp; Live Media Streaming, designed to handle video efficiently</td>
</tr>
<tr>
<td>Schoology</td>
<td>PreK-12/All</td>
<td>Learning Management System</td>
</tr>
<tr>
<td>Skyward</td>
<td>PreK-12/All</td>
<td>Student Records Management Program</td>
</tr>
<tr>
<td>Starfall</td>
<td>K-2/Reading &amp; Math</td>
<td>Math and Reading activities and lessons for teachers</td>
</tr>
<tr>
<td>STEMscopes*</td>
<td>K-5/Science</td>
<td>Lesson plans, In class and online activities and assessments</td>
</tr>
<tr>
<td>TEKS Resource System</td>
<td>PreK-12/All</td>
<td>Texas Curriculum Management Program</td>
</tr>
<tr>
<td>Texas Gateway</td>
<td>K-12/All</td>
<td>Engaging, TEKS-aligned resources that you can use with your students, as part of classroom instruction, interventions, acceleration, or additional practice</td>
</tr>
<tr>
<td>Think Central</td>
<td>K-5/ELAR, Math, Science 6-8/ELAR, Science</td>
<td>Online access to Adopted Instructional Materials</td>
</tr>
<tr>
<td>Vernier Logger Pro</td>
<td>K-12/Science</td>
<td>Data analysis software for use with Vernier Probes (lab activities)</td>
</tr>
</tbody>
</table>

*Dependent on Funding
Assessments

Universal Screener/Diagnostics
A universal screener will be administered at the beginning, middle, and end of the year.

- Pre-K: Circle progress, monitor for Reading and Math.
- K: Diagnostic
- K-2: iReady for Reading and Math
- Grades 3-8: iReady for Reading and Math

Semester Exams
The High School Semester Exam (Grades 9-12) Window is: January 11-15 and May 24-28, 2021

Unit Assessments
A unit assessment will be given for every unit according to the District Approved Scope and Sequence (YAG). TEKS resource system courses must use TRS questions to build each unit test. TRS Unit Assessments should be graded on a scale matching the STAAR scale for each subject, provided by the district. If given, the Unit Assessments must be a part of the Senate Bill 2033 Re-Teach/Re-Test process. This intervention should provide a purposeful way for students to improve their assessment score.
## District Assessment Matrix

<table>
<thead>
<tr>
<th>Assessments</th>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle Progress Monitoring System</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iReady Growth Monitoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YAG Aligned Unit Tests (ELAR, Math, Science, Social Studies)*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Reading</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Science</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Writing</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR Social Studies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR EOC ENGLISH ***</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR EOC ENGLISH II **</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR EOC ALGEBRA ***</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR EOC BIOLOGY ***</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR EOC US HISTORY ***</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELPAS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locally Developed Semester Exams</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit by Examination***</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitnessgram</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAT</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT, ACT, TSI</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Test (Only for students in AP course)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Assessments**

| Bilingual/ESL                                                              | X  | X | X | X | X | X | X | X | X | X | X |    |    |    |
| GIFTED/Talented                                                           | X  | X | X | X | X | X | X | X | X | X | X |    |    |    |
| Special Education                                                         | X  | X | X | X | X | X | X | X | X | X | X |    |    |    |
| Dyslexia (CTOPP 2, TWS 5, WRMT 2, GORT 5)                                 | X  | X | X | X | X | X | X | X | X | X | X |    |    |    |

---

*YAG Aligned Unit Tests are for grades 2-8 (except grades 2-5 social studies), and highly recommended in high school EOC courses.

**STAAR EOC tests are given at other grade levels as prescribed for advanced students or students that must retake the test.

***Credit by Examination tests are only given with approval by the campus principal and scheduled through the campus office.
## District Assessment Descriptions

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Content Area</th>
<th>Current Data Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>Course Knowledge and Skills</td>
<td>Incentive funds, evaluation of AP courses</td>
</tr>
<tr>
<td>CIRCLE</td>
<td>ELAR/Math</td>
<td>Determine At-Risk status</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>Course Knowledge and Skills</td>
<td>Advancement to next grade level</td>
</tr>
<tr>
<td>EOC</td>
<td>Biology, English I &amp; II, Algebra I, US History</td>
<td>Determine mastery of course knowledge and skills</td>
</tr>
<tr>
<td>Fitnessgram</td>
<td>PE or equivalent course</td>
<td>Assess fitness ability &amp; health</td>
</tr>
<tr>
<td>GT (SAGES-2, TONI-4, &amp; Renzulli Scale)</td>
<td>Intelligence (IQ)</td>
<td>GT Identification</td>
</tr>
<tr>
<td>PSAT</td>
<td>Reading/Math</td>
<td>Projected College Readiness</td>
</tr>
<tr>
<td>SAT</td>
<td>Reading/Math</td>
<td>College Readiness</td>
</tr>
<tr>
<td>Semester Exams</td>
<td>All Subjects 9-12</td>
<td>Determine mastery of course</td>
</tr>
<tr>
<td>STAAR</td>
<td>Reading, Math, Writing, Science, Social Studies</td>
<td>Determine mastery of current grade level knowledge and skills</td>
</tr>
<tr>
<td>TELPAS</td>
<td>Reading, Writing, Speaking, and Listening</td>
<td>Proficiency growth of ELL students</td>
</tr>
<tr>
<td>TMSFA</td>
<td>Grade 7 Reading</td>
<td>Determine At-Risk Status</td>
</tr>
<tr>
<td>TSI</td>
<td>Reading</td>
<td>College Readiness</td>
</tr>
<tr>
<td>YAG Aligned Unit Tests</td>
<td>Grades 2-8 and EOCs</td>
<td>Determine mastery of course knowledge and skills</td>
</tr>
<tr>
<td>IFD Performance Assessment</td>
<td>K-12 and Specials</td>
<td>Determine progress toward mastery of course knowledge and skills</td>
</tr>
</tbody>
</table>
Professional Development
The West ISD Scholastic Calendar is purposefully created to allow one professional development day per grading period. On these professional development days, district and campus leaders will work with all faculty and staff on teaching and learning goals identified through data analysis. The primary goal for all professional development will be to provide meaningful opportunities for all employees of West ISD to grow and learn from each other, which will lead to increased student achievement.

During School Hours Staff Development Offerings
Staff Development days during a school year will be devoted to identified teacher need through observations, teacher meetings, teacher surveys, principal requests, or sessions that support district initiatives.

Staff Development Norms
Norms will be posted at each staff development session and communicated to staff at the beginning of the session. The norms for West ISD staff development are the following:

- We will begin and end on time.
- We will remain fully engaged throughout the meeting and maintain a positive attitude.
- We will bring solutions for perceived problems.
- We will keep our cell phones on silent and address private matters outside of the room.
- We will take care of our needs on an as needed basis.
Tight Elements in a PLC

1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.

2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.

3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.

4. The team develops common formative assessments to frequently gather evidence of student learning.

5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.
Elementary Required Instruction

Texas Essential Knowledge and Skills (TEKS)
In the state of Texas, a school district that offers kindergarten through grade 5 must provide instruction in the required curriculum as specified in 19 TAC 74.1 (Relating to Texas Essential Knowledge and Skills). West ISD shall ensure that sufficient time is provided for teachers to teach and students to learn English language arts, mathematics, science, social studies, fine arts, health, physical education, technology applications, and to the extent possible, languages other than English.

19 TAC 74.2

Daily Physical Activity
West ISD shall require students in kindergarten through grade 5 to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year, as part of the District’s physical education program or through structured activity during a campus’s daily recess. If the District determines, for any particular grade level, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the District may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

West ISD must provide an exemption for a student who is unable to participate in the required physical activity because of illness or disability.

Education Code 28.002(l)
## Daily Instructional Minutes

**West ISD**  
**Daily Instructional Minutes Grades Pre-K - 5**  
**2020-2021**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Morning Announcements</th>
<th>English Language Arts &amp; Reading</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>*Specials</th>
<th>Lunch</th>
<th>Recess</th>
<th>Transitional Time (restroom, hallway, etc.)</th>
<th>Total Minutes Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>15 min.</td>
<td>Whole Group: 60 min.</td>
<td></td>
<td></td>
<td></td>
<td>30 min.</td>
<td>30 min.</td>
<td>30 min.</td>
<td>25 min.</td>
<td>435 min.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Stations: 120 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Stations: 60 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Story Time: 15 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nap: 50 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>15 min.</td>
<td>160 min.</td>
<td>75 min.</td>
<td>45 min.- daily</td>
<td>50 min.</td>
<td>30 min.</td>
<td>20 min.</td>
<td>35 min.</td>
<td>435 min.</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>15 min.</td>
<td>150 min.</td>
<td>90 min.</td>
<td>45 min.- daily</td>
<td>50 min.</td>
<td>30 min.</td>
<td>20 min.</td>
<td>35 min.</td>
<td>435 min.</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>15 min.</td>
<td>140 min.</td>
<td>110 min.</td>
<td>50 min.- daily</td>
<td>50 min.</td>
<td>30 min.</td>
<td>20 min.</td>
<td>20 min.</td>
<td>435 min.</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>15 min.</td>
<td>120 min.</td>
<td>120 min.</td>
<td>30 min.- daily</td>
<td>30 min.- daily</td>
<td>50 min.</td>
<td>30 min.</td>
<td>20 min.</td>
<td>20 min.</td>
<td>435 min.</td>
</tr>
<tr>
<td>4th</td>
<td>15 min.</td>
<td>100 min.</td>
<td>100 min.</td>
<td>50 min.- daily</td>
<td>50 min.- daily</td>
<td>50 min.</td>
<td>30 min.</td>
<td>20 min.</td>
<td>20 min.</td>
<td>435 min.</td>
</tr>
<tr>
<td>5th</td>
<td>15 min.</td>
<td>100 min.</td>
<td>100 min.</td>
<td>50 min.- daily</td>
<td>50 min.- daily</td>
<td>50 min.</td>
<td>30 min.</td>
<td>20 min.</td>
<td>20 min.</td>
<td>435 min.</td>
</tr>
</tbody>
</table>

*Specials will consist of: P.E. 2 days per week, Music 1 day per week, Art 1 day per week, and library/Computer 1 day per week.

**Non-Instructional time includes: time in the restroom & hallway, and time packing to go home.