

West Independent School District



Accountability Rating: A

2025-2026 District Improvement Plan

Board Approval Date:
September 10, 2025

Public Presentation Date:
September 10, 2025

Mission Statement

West ISD... Laying the foundation for lifelong learning.

Vision

Serve. Lead. Grow.

Value Statement

All West ISD Trojans and Lady Trojans will strive to...

**Be
Kind**

Character
Traits:

Respect,
Empathy,
and Cooperation

**Be
Strong**

Character
Traits:

Responsibility,
Perseverance,
and
Courage

**Be
Well**

Character
Traits:

Gratitude,
Honesty,
and
Creativity

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Comprehensive Needs Assessment

Demographics

Summary

West ISD is located 21 miles north of Waco, Texas. In addition to West, the district serves the towns of Leroy, Tours, Gerald, and Ross in northern McLennan County. A small portion of Hill County lies within the district as well. The West ISD attendance boundary covers 126.6 square miles.

Currently, West ISD serves approximately 1,340 students over four campuses. These four campuses are: West Elementary School (Prekindergarten through Grade 5), West Middle School (Grades 6-8), and West High School (Grades 9-12). The Grades 6-12 students are served on one comprehensive campus that opened in August, 2016. In August 2022, the new West Elementary School opened just south of the West Middle/High School campus. Over 200 staff members serve on the West ISD team.

Strengths

- The community is proud of the many academic and extracurricular accomplishments of the district including the accountability rating of "A" for the 2025 school year.
- West ISD maintains a district culture that is based on putting students first, continuous improvement and creating a passion for learning and working.
- The percentage of students graduating for West High School is higher than the state and the region in every demographic area.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	An academic achievement gap persists for some subgroups, including EB, SpEd, and Hispanic in Math and RLA.	Data indicates that rigorous instruction should be supported to ensure students meet state standards when they reach secondary RLA and Algebra 1.

★ = Priority

Student Learning

Summary

Progress on achievement measures were reviewed across a number of domains for all student groups and by examining a number of assessment types including, but not limited to STAAR, district assessments, diagnostic reading inventories, PSAT, SAT, etc.

Based on the new state Accountability System, West ISD earned an overall score of 91 with an official letter grade of "A" on the last released scoring in 2025.

Domain 1 (Student Performance): This domain measures the average of the percent of tests meeting the Approaches, Meets or Masters level of proficiency on STAAR as well as the College and Career Readiness (CCMR) and Graduation Rate at the his school level. West ISD earned an overall score of 91 or "A".

Domain 2 (School Progress): This domain measures two indicators: 1) Student Progress, which uses two consecutive years of STAAR performance; and 2) Relative Performance, which compares the district to similar districts across the state based on the percentage of economically disadvantaged students for STAAR performance and CCMR. West ISD earned an overall score of 91 or "A".

Domain 3 (Closing the Gaps): This domain focuses on the STAAR performance level for each student group which also include graduation rate and CCMR. West ISD earned an overall score of 91 or "A".

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR scores have been stable and consistently risen in most areas; however, achievement gaps persist and continued improvement is needed in the percent of students meeting and exceeding masters particularly in math and 8th grade history.	Lesson plans are not detailed enough for others to be able to step in and teach with fidelity; reteach lessons are not planned with the use of constructive feedback in PLC's to make sure lesson delivery meets the needs of students who did not master objectives on assessment; not all subjects are using data trackers.

★ = Priority

District Processes & Programs

Summary

West ISD is working to become systemic in all areas of the Effective Schools Framework. The District has made great strides in the areas of school leadership in particular in the areas of job responsibilities, core leadership tasks, performance expectations, written protocols, and regularly scheduled meetings to discuss student progress and formative data. The District attends selected recruitment events that have targeted candidates and have proven to provide excellent employees. West ISD continues to work towards the goal of placing only high-performing teachers with students in most need of support. West ISD has also implemented substitute teacher training and a preferred substitute teacher list. District and campus practices and policies demonstrate high expectations for student success with a drive towards college and career readiness and postsecondary readiness.

Strengths

- Performance expectations are clear, written, and measurable and they match job responsibilities.
- Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.
- Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.
- Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.
- The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.
- Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.
- Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job embedded training linked to high quality curricular resources for early childhood through grade 12, in all core subjects.

Perceptions

Summary

Staff Survey: Results were favorable in administrator visibility, consistency, and timeliness. Administrators were praised for making connections with students and staff as well as creating a positive environment for learning. Promoting and maintaining a safe, respectful, and responsible environment is a priority in the district. Excellent parent and community involvement has been a staple in the district for many years, and maintaining positive relationships continues to be a high priority. Overall, our district does a good job of maintaining the communication between home and school. Communication and public relations are strong as evident through our district website, social media, community meetings, weekly newsletters, and strong parent participation at district and campus events.

Strengths

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. Practices and policies are captured in writing and consistently implemented with fidelity. Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Not all staff members share a common understanding of the mission, vision, and values in practice nor can they explain how they are present in the daily life of the school.	There has not been an emphasis on this goal that would allow it to become pervasive in the daily life of all students and staff.

★ = Priority



Priority Problem Statements

Problem Statement**Root Cause****1**
★

STAAR scores have been stable and consistently risen in most areas; however, achievement gaps persist and continued improvement is needed in the percent of students meeting and exceeding masters particularly in math and 8th grade history.

Lesson plans are not detailed enough for others to be able to step in and teach with fidelity; reteach lessons are not planned with the use of constructive feedback in PLC's to make sure lesson delivery meets the needs of students who did not master objectives on assessment; not all subjects are using data trackers.

2
★

Not all staff members share a common understanding of the mission, vision, and values in practice nor can they explain how they are present in the daily life of the school.

There has not been an emphasis on this goal that would allow it to become pervasive in the daily life of all students and staff.

3
★

An academic achievement gap persists for some subgroups, including EB, SpEd, and Hispanic in Math and RLA.

Data indicates that rigorous instruction should be supported to ensure students meet state standards when they reach secondary RLA and Algebra 1.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

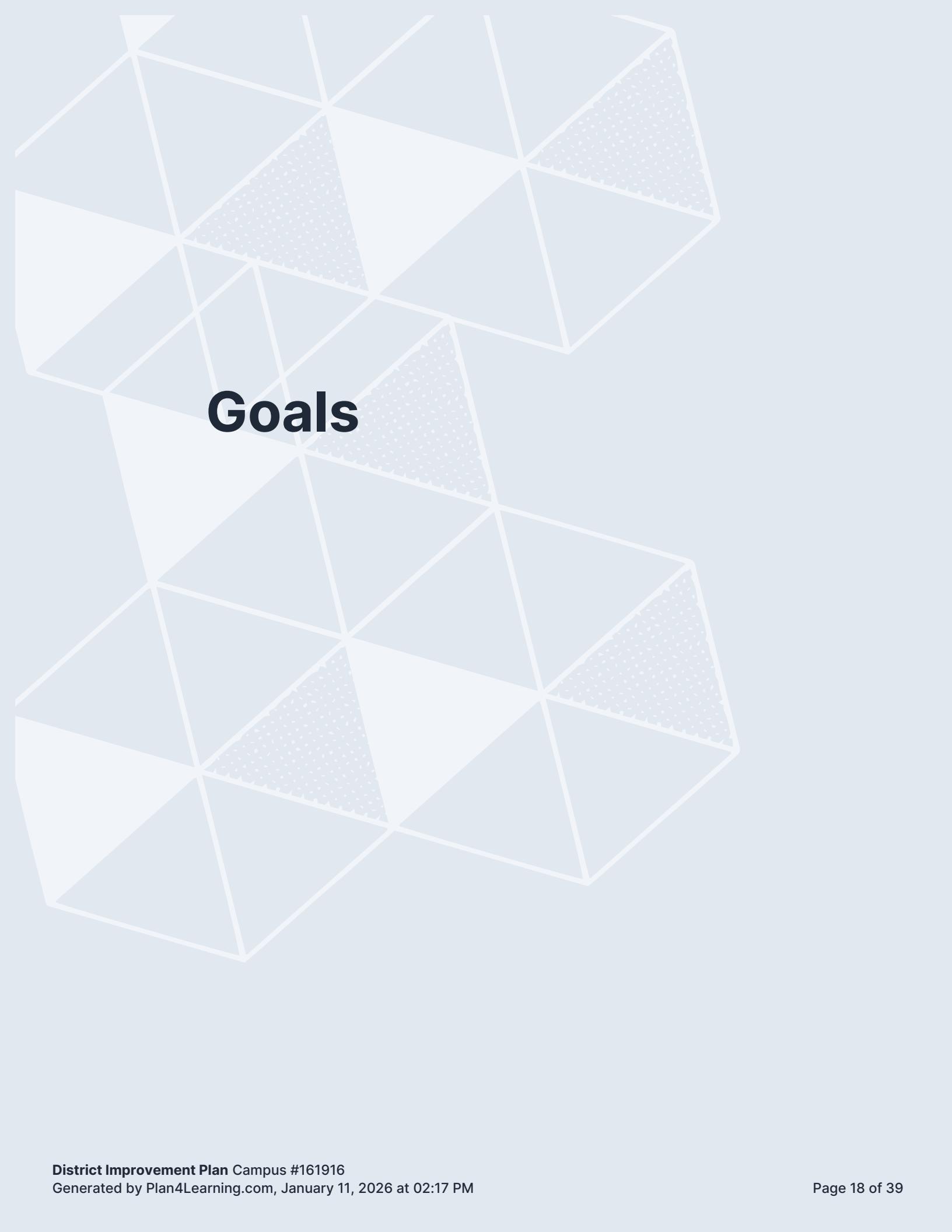
- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

Educational Excellence: West ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1 ✓ High Priority ✓ HB3 Goal

Maintain the District State Accountability Letter Grade Rating of an "A".

Evaluation Data Source: STAAR data, iReady data, PLT data, CLI data, RDA data, PSAT data, SAT data

Strategy 1

Ensure the district-approved instructional materials are implemented with fidelity in all classrooms. [ESF Goal 4.1C]

Strategy's Expected Result/Impact: Aligned lesson plans created by teachers that reflect the proper level of rigor and complexity of assigned grade level TEKS and reteach plans for identified student expectations

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principals, Assistant Principals

Formative Reviews

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Strategy 2

Ensure that lesson cycles include dedicated time for reteach and reassessment. [ESF Goal 4.1A]

Strategy's Expected Result/Impact: Equitable instruction across district

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principals, Assistant Principals

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Strategy 3

Ensure instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners. [ESF Goal 4.1C]

Strategy's Expected Result/Impact: Increase teacher and leader knowledge and skills of effective instructional strategies to support special education and Bilingual/ESL students

Staff Responsible for Monitoring: Asst. Superintendent, Teaching & Learning Coordinator, Principals, Assistant Principals

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Strategy 4

Ensure Student Progress tracking is visible and regularly updated in all classrooms and hallways. [ESF Goal 5.3D]

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Assistant Superintendent, Teaching and Learning Coordinator, Principals, Asst. Principals, Teachers

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Strategy 5

Create and implement an accelerated learning (tutorial) plan for students who did not "meet standard" on a Reading or Mathematics STAAR test or Grades 9-12 End-of-Course (EOC) STAAR test. [Legislative Update]

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Assistant Superintendent, Teaching and Learning Coordinator, Principals, Asst. Principals

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Performance Objective 2 High Priority

Continue to develop effective district and campus instructional leaders with clear roles and responsibilities who develop, implement, and monitor focused improvement plans that address the needs of all learners.

Evaluation Data Source: STAAR data, iReady data, PLT data, CLI data, RDA data, PSAT data, SAT data, Culture and Climate Survey Data

Strategy 1

Schedule administrative time on a shared calendar each week for observations/feedback of classroom instruction, PLTs, and key data meetings. [ESF Goal 1.1A, 1.1E]

Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

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Strategy 2

Schedule mandatory weekly meetings with the Campus Instructional Leaders to focus on student progress and formative data. [ESF Goal 1.1D]

Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 3

Ensure that grade-level and content-area teams have strong Lead Teachers (one per content area) by selecting and assigning teachers based on student achievement and leadership skills. These leaders use consistent, written protocols and processes for leading department and grade level teams. [ESF Goal 1.1C, 2.2E]

Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction

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Strategy 4

Implement the common protocols of PLT; must include data analysis (after each Unit Test and three-week Grade Check), reteach plans, and instructional materials choices. [ESF Goal 4.1D]

Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Teaching and Learning Coordinator

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Strategy 5

Facilitate a corrective instruction action planning process, individually and in PLTs, that analyzes data and identifies trends in students misconceptions, determines the root causes, and creates a plan for reteach. [ESF Goal 5.3B]

Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback resulting in improved Tier I instruction

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Teaching and Learning Coordinator

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Performance Objective 3 HB3 Goal

Develop strategies to evaluate, monitor, and improve the College, Career, and Military Readiness (CCMR) graduate indicators.

Strategy 1

Implement the CCMR best practices and policies for West High School. [ESF Goal 3.1B]

Strategy's Expected Result/Impact: Meet or exceed the board-adopted plans and goals for CCMR of 85% of the Class of 2023 meeting at least one of the CCMR requirements.

Staff Responsible for Monitoring: Assistant Superintendent, HS Principal, HS Assistant Principal

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Strategy 2

Offer TSIA, PSAT, SAT, and ACT Prep Courses for all targeted West High School students.

Strategy's Expected Result/Impact: Meet or exceed the board-adopted plans and goals for CCMR of 85% of the Class of 2025 meeting at least one of the CCMR requirements.

Staff Responsible for Monitoring: Assistant Superintendent, HS Principal, HS Assistant Principal

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Strategy 3

Publish a West High School Course Guide with correlated industry-based certification.

Strategy's Expected Result/Impact: Meet or exceed the board-adopted plans and goals for CCMR of 85% of the Class of 2026 meeting at least one of the CCMR requirements.

Staff Responsible for Monitoring: Assistant Superintendent, HS Principal, HS Assistant Principal

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Strategy 4

Continue to ensure all West High School Career and Technical Education (CTE) Programs of Study are full, four-year sequences and end with an industry-based certification. [State Legislation]

Strategy's Expected Result/Impact: Meet or exceed the board-adopted plans and goals for CCMR of 85% of the Class of 2026 meeting at least one of the CCMR requirements.

Staff Responsible for Monitoring: Assistant Superintendent, HS Principal, HS Assistant Principal

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Goal 2

Safe and Secure School: West ISD will strive to ensure a safe, orderly, and supportive environment conducive to learning for all students and staff.

Performance Objective 1

Implement strategies to ensure the safety of students and staff.

Evaluation Data Source: Training sign-in sheets, anonymous reporting data, professional development calendar, discipline records

Strategy 1

Implement the remaining 2025-2026 West ISD Safety and Security Emergency Operations Plan (EOP) Audit Findings. [SHAC Goal]

Strategy's Expected Result/Impact: EOP in compliance with state requirements; Ensure safe and secure environment for all students and staff

Staff Responsible for Monitoring: Superintendent, Safety and Security Committee, Chief of Police

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Strategy 2

Continue to implement the School Guardian Program (including training and practice time). [SHAC Goal]

Strategy's Expected Result/Impact: Ensure safe and secure environment for all students and staff

Staff Responsible for Monitoring: Chief of Police, Guardians

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Strategy 3

Complete monthly required safety and security drills with all students and staff. [SHAC Goal]

Strategy's Expected Result/Impact: Increase student and staff knowledge and safety

Staff Responsible for Monitoring: Principals, Assistant Principals

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Strategy 4

Continue to train all students and staff on the I Love You Guys EOP and Bus Evacuation Modules. [SHAC Goal] Implement the new Say What! Anti-Vaping Campaign with all students. [SHAC Goal]

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Strategy 5

Complete the tenets of the No Trafficking Zone Act. [Legislative Update]

Strategy's Expected Result/Impact: Improved student well-being

Staff Responsible for Monitoring: Assistant Superintendent, Counselors

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Strategy 6

Implement the new Bullying and Cyberbullying Prevention and Intervention Program and train all students and staff on the program components. [Legislative Update and SHAC Goal]

Strategy's Expected Result/Impact: Improved student well-being and ability to make responsible decisions

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals, Assistant Principals, Counselors

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Goal 3

Recruit and Retain Committed Educators: West ISD will actively recruit, develop, support, and retain highly qualified staff for all positions.

Performance Objective 1

Create and implement innovative strategies in order to increase recruitment and retention of highly effective teachers.

Evaluation Data Source: Teacher turnover rate, surveys

Strategy 1

Implement a staff recognition program. [Staff Culture and Climate Goal]

Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 2

Ensure coaching and support of teachers is informed by data. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. [ESF Goal 5.3A]

Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 3

Ensure the school's mission, vision and values are refined, and all staff can articulate without

prompting and share how the routines, policies, and procedures reflect these; Artifacts of the school's mission, vision, and values are visible in classrooms and hallways. [ESF Goal 3.1C]

Strategy's Expected Result/Impact: All West ISD staff understand and implement the common goals of the district

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 4

Submit the Teacher Incentive Allotment (TIA) data to the state and communicate and disperse final compensation figures to applicable staff. [State Initiative]

Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 5

Implement a plan to communicate all campus news and updates on a weekly basis with all staff. [Staff Culture and Climate Goal]

Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 6

Ensure all staff professional development is geared toward the needs of the district. [ESF Goal 1.1E]

Strategy's Expected Result/Impact: Increase retention of highly effective teachers, increase student achievement and close opportunity gaps

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Goal 4

Communicate, Listen, and Respond: West ISD will implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

Performance Objective 1

Engage families and the community to support student achievement and enhance district goals.

Evaluation Data Source: Records of Engagement Activities, Community Newspaper, SchoolMessenger

Strategy 1

Craft, publish, and review an online feedback survey at the end of the fall and spring semesters. [Parent Engagement Goal]

Strategy's Expected Result/Impact: Increase communication and awareness between parents and schools

Staff Responsible for Monitoring: Superintendent, Asst. Superintendent, Principals

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Strategy 2

Re-establish Parent/Teacher Organization (PTO) Program. [Parent Engagement Goal]

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Principals

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Strategy 3

Schedule a Volunteer Appreciation Breakfast. [Parent Engagement Goal]

Strategy's Expected Result/Impact: Increased communication and involvement between the community and school

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals

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Strategy 4

Schedule new community engagement partnership programs at each campus (i.e., Special Luncheons, Adopt-a-Class, Grand-Friend Events, Life Skills Presentations, College and Career Days, and Book Clubs). [SPT Goal]

Strategy's Expected Result/Impact: Increased family involvement

Staff Responsible for Monitoring: Principals

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Strategy 5

Create and publish a District Newcomer Brochure. [Board Goal]

Strategy's Expected Result/Impact: Increased family involvement

Staff Responsible for Monitoring: Superintendent, Asst. Superintendent

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Goal 5

Efficient and Effective Day-to-Day Operations: West ISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1

Increase the Texas Academic Performance Report (TAPR) Student Attendance Rate (All Grades) to 96%.
[ESF Goal]

Evaluation Data Source: Attendance data

Strategy 1

Work with students and families to promote good attendance.

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Performance Objective 2

Work in partnership with the West ISD Bus Drivers and Aides to decrease student bus discipline referrals.
[SHAC Goal]

Evaluation Data Source: Discipline Referrals

Strategy 1

Work with staff and bus riders on behavior management techniques and bus-rider expectations

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Performance Objective 3

Study technology efficacy and need for all students and staff.

Performance Objective 4

Review the need for additional facilities projects.

Strategy 1

Request a bid for West Middle/High School Tennis Courts (Goal: 2 Courts with storage, stands, and lights). [SPT Goal]

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Strategy 2

Request a bid to pave a new parking area (Goal: Curbing, asphalt top, and lights) by the West Middle/High School softball field. [SPT Goal]

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Strategy 3

Review the need for additional animal pens or greenhouse at the new West ISD ag facility. [SPT Goal]

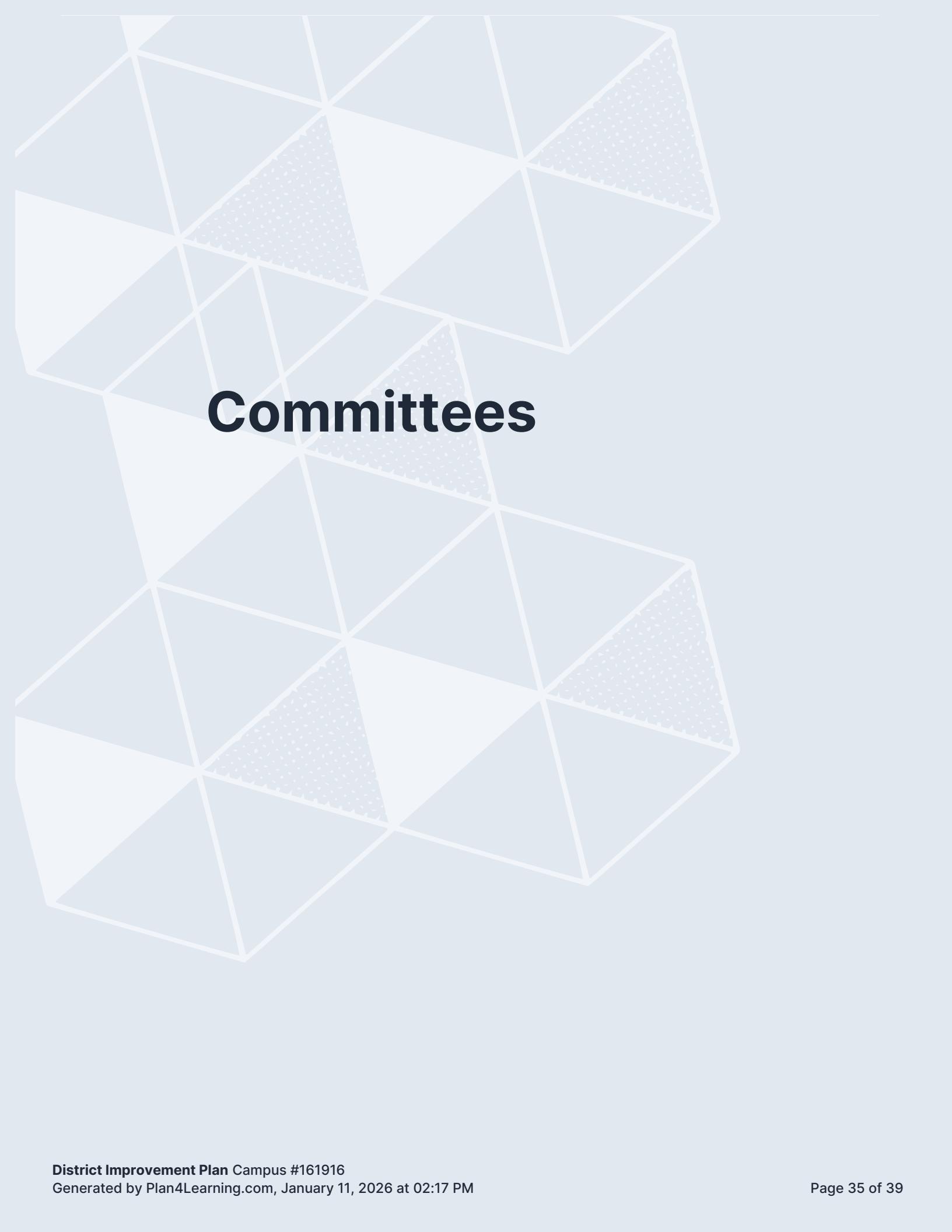
Formative Reviews

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Committees

Committees

District Advisory Team

Members

First Name	Last Name	Position	Committee Role
Wendy	Jones	WMS Principal	Administrator
Frances	Karels	Technology Director	District-level Professional
Jarra	Exum	Teaching and Learning Coordinator	District-level Professional
Amanda	Adams	Assistant Superintendent	District-level Professional
Donna	Sexton	Teacher	Classroom Teacher
Mark	Dorsey	Teacher	Classroom Teacher
Lisa	Theriot	Teacher	Classroom Teacher
Tracy	Matus	Teacher	Classroom Teacher
Lacey	Maertz	Teacher	Classroom Teacher
Kera	Zuehlke	Teacher	Classroom Teacher
Michelle	Russell	Teacher	Classroom Teacher
Mary	Ketchum	Teacher	Classroom Teacher
Hannah	Hart	Teacher	Classroom Teacher
Kassie	Fitzhugh	Teacher	Classroom Teacher
Angelica	Abrego	Teacher	Classroom Teacher
Matthew	Biles	WHS Principal	Administrator
Justin	Mechell	Board Representative	Board Representative
Curtis	Gerath	Parent	Parent
Shea	Vanek	Parent	Parent
Keeli	McNair	Parent	Parent
John	Kocian	j.kocian@yahoo.com	Business Representative
Will	Pinner	Community Representative	Community Representative
Stephanie	Kucera	Community Representative	Community Representative

Sandra	Kettler	Secretary	Paraprofessional
David	Truitt	Chair - Superintendent	Administrator



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

Signature indicates the 10 assurances are included in the LEA Plan Amanda Adams