

Spring Independent School District Westfield High School 2023-2024 Improvement Plan



Mission Statement

The Mission of Westfield High School is to create and maintain a safe and nurturing learning environment, through rigorous and relevant instructional practices, that ensures that every member of the school community benefits from a high level of student academic achievement.

Vision

The vision of Westfield High School is to prepare and equip all students with the necessary skills for their chosen Post-Secondary career, whether college or employment.

Value Statement

We believe that all scholars can learn and will reach their full potential.

We believe that all scholars will benefit from rigorous, relevant, and engaging classroom instruction.

We believe that all scholars will obtain the skills and characteristics to become both college and career-ready.

Mustangs Scholars

Make the impossible possible

Uphold the qualities of a high achieving scholar

Stand for what is right in everything we do

Take time to listen and take action

Achieve their goals and set new goals

Nostalgia appreciates the past but achieves more than expected

Grows academically and emotionally every day
Set the standard and never lower the standard

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Westfield High School is the second oldest high school in Spring ISD, with its inception in 1981. It began as Spring High School South in 1972. The demographics and UIL division have changed over the years; however, currently, Westfield boasts a student population of 2,323 (52% Hispanic, 40% African American, 3% Asian, 2% White, 2% Multi), with a corresponding staff population of 276 (152 teachers, 25 specialists, 23 paraprofessionals, 8 counselors, 6 support staff, 1 Librarian, and 10 administrators). Westfield High School has acquired many awards and recognition under the UIL 6A division. We currently service 266 (11%) SPED students, 622 (27%) ELL students, and 2047 (88%) Economically Disadvantaged Students. In addition, 4% of our students (105) are identified as G/T, and 62% (1444) are identified as At-Risk.

Teacher data

Our staff also strives for excellence outside of the classroom. The staff is 40% (69.7) African American, 16% (28.9) Hispanic, 36.4% (62.7) White, and less than 10% who identify with other ethnicities. Of those percentages, 76.3% are male, and 23.7% are female staff members.

Their longevity and advanced degrees are detailed below:

Staff Degree 112 Bachelors 66% 49 Masters 28% 5.5 Doctorate 3%

Westfield High School strives to improve parental and community involvement yearly. Our Career and Technical Education Pathways are Agribusiness, Applied Agricultural Engineering, Architectural Design, Barbering, Business Management, Carpentry, Culinary Arts, Education, Engineering, Law Enforcement, Media-Tech, Pharmacy technician, Pre-Medical Studies, Psychology, and Counseling. We offer programs such as the Senior Drop-in, Open House, and Grade-Level Orientations to inform parents of our scholars. We also host numerous events and opportunities for community members to participate: Booster Clubs, Parent Teacher Organizations, Fallbrook Church mentorship, and the Ministerial Alliance.

Demographics Strengths

Westfield High School's success is determined by the students' and staff's drive, dedication, and success. Yearly, we are awarded grants to enhance our instructional programs. A new CTE program, Barbering, was started and a Teacher's College program in partnership with Lone Star College is also underway. Both programs offer students the opportunity to earn an Associates Degree. Our students have placed Westfield on the map: The Big Red Band received an overall 1 at their UIL competition and our UIL One Act Play continues to compete at the state level each year. Our Mustang athletics program had many teams advance to playoffs in the season. and see our Mustangs Athletes win district and regional awards. Student-athletes received full scholarships to athletic programs around the country and were awarded local, state, and national awards.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Dual Credit and Advanced Placement enrollment continues to be a challenge. Few students earn a "3" on Advanced Placement exams. **Root**

Cause: Finding qualified teachers for Dual Credit and Advanced Placement Courses continues to be a challenge.

Student Learning

Student Learning Summary

	2022				2023		
EOC	A	Me	Ma		A	Me	M
Algebra 1	45	16	4		45	6	1
Biology	60	28	4		70	20	3
English 1	43	27	2		48	25	2
English 2	39	24	1		54	27	1
US History	77	51	29		91	50	19

Student Learning Strengths

Student achievement at the "Approaches" level improved in 4 of the 5 areas of STAAR for the 2022-2023 school year.

Students needing additional intervention in academics or behavior are supported through the campus RtI (Response to Intervention) process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. **Root Cause:** Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

School Processes & Programs

School Processes & Programs Summary

Westfield High School daily schedule includes 8 periods. Monday, Tuesday and Friday students attend all 8 periods for 45 minutes each and Wednesday and Thursday are 90 minute block days. Student attend odd period classes on Wednesday and even periods on Thursday.

A four period lunch schedule was implemented to allow students ample time to go through the lunch line, eat and socialize with friends.

Tardy system and hallway monitoring showed some improvement throughout the year, but adjustments will be made to improve even more.

EOC teachers have PLC 4 times a week. This practice will continue, but a focus will be on fine-tuning the process as outlined in the Spring PCL 5 step protocol.

We will continue to seek a culture that is welcoming for all stakeholders. One way to do this, is too increase student and parent collaboration in what they would like to see. While Westfield has a very strong Student Council, the goal is to involve more students in some decision making on the campus. We will also continue to organize activities that will allow more parents and community members to engage with Westfield.

School Processes & Programs Strengths

Community pride and growing fine arts program

Booster clubs in organizations and programs

Increase community meetings

Volunteer Organizations

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): School attendance rate decreased to 86.1%. **Root Cause:** The campus needs to improve on effectively implementing an attendance committee that focuses on monitoring attendance and providing programs and incentives to promote daily attendance. The campus must track student attendance early and often, providing incentives and interventions.

Problem Statement 2 (Prioritized): There is a need to increase the percentage of students earning a point for CCMR. **Root Cause:** Changes in state requirements for CCMR caused some of the decrease. Recruitment of students for Dual Credit, AP and CTE Pathways is a focus.

Perceptions

Perceptions Summary

Westfield High School will continue to improve its social media presence. The Mustang community has positively interacted with social media, Smore Newsletters, and Blackboard communication. We plan to broaden our outreach in the upcoming year to include more instructional information for families and specific detailed information for various grade levels. The Westfield High school campus plans on connecting with alumni, creating a unified and supportive front with our feeder campuses, and increasing student voice for the 2023-2024 school year.

We will hold student orientation meetings, Freshman camp, and various information meetings throughout the school year for students and parents. All communication methods will be utilized to ensure that all stakeholders have information relevant to them. We will have an opportunity to plan more engagement with families in the upcoming year by utilizing surveys and feedback to tailor messages of interest to families/students. Families/students are able to navigate digital formats as an opportunity for connecting when they are unable to attend an in-person event.

We are strategic in determining schedules. The master schedule is driven by student course selection and graduation requirements. Student course schedules are developed by consulting with students/parents, auditing requirements for graduation, consideration of endorsements, and STAAR EOC scores.

Perceptions Strengths

We will employ a marketing strategy to share via social media newly hired staff for our community to see the quality teachers/staff that were recruited to our campus, classroom instruction, and upcoming campus events. This will continue to showcase the campus's instructional focus and the quality of education being provided to our scholars. Community members will now have insight into the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Staff Quality Survey showed stakeholders desired improved communication, consistency of implementation of systems across the campus and a safer environment. **Root Cause:** The campus has not capitalized on communication efforts of daily processes that have been implemented to improve safety.

Priority Problem Statements

Problem Statement 1: Dual Credit and Advanced Placement enrollment continues to be a challenge. Few students earn a "3" on Advanced Placement exams.

Root Cause 1: Finding qualified teachers for Dual Credit and Advanced Placement Courses continues to be a challenge.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined.

Root Cause 2: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: School attendance rate decreased to 86.1%.

Root Cause 3: The campus needs to improve on effectively implementing an attendance committee that focuses on monitoring attendance and providing programs and incentives to promote daily attendance. The campus must track student attendance early and often, providing incentives and interventions.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The Staff Quality Survey showed stakeholders desired improved communication, consistency of implementation of systems across the campus and a safer environment.

Root Cause 4: The campus has not capitalized on communication efforts of daily processes that have been implemented to improve safety.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to increase the percentage of students earning a point for CCMR.

Root Cause 5: Changes in state requirements for CCMR caused some of the decrease. Recruitment of students for Dual Credit, AP and CTE Pathways is a focus.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC English I assessment will increase performance by 5% at the Approaches and Meets performance levels.





By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the STAAR EOC English I assessment.

	2023%		2024%
Approaches	47%	to	52%
Meets	25%	to	30%
Masters	2%	to	5%

High Priority

Evaluation Data Sources: Spring 2024 STAAR End of Course, BOY, MOY, EOY MAP, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
Strategy 1: Data analysis will be performed using the SpringWay Data-Driven Action Plan Protocol to analyze student academic data and to strengthen initial instruction, remediation, and enrichment. Strategy's Expected Result/Impact: The ELA PLC team will focus on best instructional practices to improve students learning outcomes and to identify specific students' needs and strengths to increase student achievement as measured by the End of Course Exam. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Administration and specialists will perform frequent walk-throughs in ENG I classrooms to monitor instruction and planning. Administration and specialists will also consistently attend PLCs to help monitor data disaggregation, unit planning, and acceleration planning. Strategy's Expected Result/Impact: Campus walk feedback to teachers will improve and refine practices to evaluate, teach, and reteach as needed to work toward students meeting grade-level standards. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of the ELA PLC team and Administrators will be trained on the 5 step Instructional Preparation protocol with 100% implementation. Administrators will monitor the PLC process and conduct classroom visits to monitor instructional strategies based on planning in PLC. Strategy's Expected Result/Impact: Instructional Preparation protocol will result in improved teacher awareness of TEKS/SE, a better understanding of what students need to know which will result in more targeted and individualized student instruction. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC English II assessment will increase performance by 2% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 2% at the Masters level on the STAAR EOC English II assessment.

	2023%		2024%
Approaches	48%	to	50%
Meets	23%	to	25%
Masters	1%	to	3%

High Priority

Evaluation Data Sources: Spring 2024 STAAR End of Course, BOY, MOY, EOY MAP, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
Strategy 1: Data analysis will be performed using the SpringWay Data-Driven Action Plan Protocol to analyze student academic data and to strengthen initial instruction, remediation, and enrichment. Strategy's Expected Result/Impact: The ELA PLC team will focus on best instructional practices to improve students learning outcomes and to identify specific students' needs and strengths to increase student achievement as measured by the End of Course Exam. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Administration and specialists will perform frequent walk-throughs in ENG II classrooms to monitor instruction and planning. Administration and specialists will also consistently attend PLCs to help monitor data disaggregation, unit planning, and acceleration planning. Strategy's Expected Result/Impact: Campus walk feedback to teachers will improve and refine practices to evaluate, teach, and reteach as needed to work toward students meeting grade-level standards. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of the ELA PLC team will be trained on the 5 step Instructional Preparation protocol with 100% implementation. Administrators will monitor the PLC process and conduct classroom visits to monitor instructional strategies based on planning in PLC. Strategy's Expected Result/Impact: Instructional Preparation protocol will result in improved teacher awareness of TEKS/SE, a better understanding of what students need to know which will result in more targeted and individualized student instruction. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC Algebra I assessment will increase performance by 7% at the Approaches and Meets performance levels.





By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 2% at the Masters level on the STAAR EOC Algebra I assessment.

	2023%		2024%
Approaches	45%	to	52%
Meets	7%	to	14%
Masters	2%	to	4%

High Priority

Evaluation Data Sources: Spring 2024 STAAR End of Course, BOY, MOY, EOY MAP, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
Strategy 1: Data analysis will be performed using the SpringWay Data-Driven Action Plan Protocol to analyze student academic data and to strengthen initial instruction, remediation, and enrichment. Strategy's Expected Result/Impact: The Algebra I PLC team will focus on best instructional practices to improve students learning outcomes and identify specific students' needs and strengths to increase student achievement as measured by the End of Course Exam. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of the Algebra 1 PLC team will be trained using the Carnegie program and implement it effectively with students. Strategy's Expected Result/Impact: Teachers will use this guided curriculum to focus on TEKS and strategies students need to be successful in Algebra 1. Student understanding of math concepts will improve. Staff Responsible for Monitoring: Administrators Math Coach Department Chair Support Staff Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administration and Specialists will perform targeted walk-throughs to monitor instruction and planning. Strategy's Expected Result/Impact: The campus will implement the coaching/feedback model to improve and refine instructional practices. Staff Responsible for Monitoring: Administrators Math Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 4: By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC Biology assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the STAAR EOC Biology assessment.

	2023%		2024%
Approaches	69%	to	72%
Meets	19%	to	22%
Masters	3%	to	4%

Evaluation Data Sources: Spring 2024 STAAR End of Course, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
Strategy 1: Data analysis will be performed using the SpringWay Data-Driven Action Plan Protocol to analyze student academic data and to strengthen initial instruction, remediation, and enrichment. Strategy's Expected Result/Impact: The Biology PLC team will focus on best instructional practices to improve students learning outcomes and identify specific students' needs and strengths to increase student achievement as measured by the End of Course Exam. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will instructs students in creating graphic representations, models, and mental pictures in kinesthetic (hands-on) lab activities in order to assimilate knowledge. Strategy's Expected Result/Impact: Students will show improvement in student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment). Staff Responsible for Monitoring: Administrators Content Specialists Teachers Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Administration and specialists will perform targeted walk-throughs to monitor instruction and planning. Strategy's Expected Result/Impact: Campus will implement the coaching/feedback model to improve and refine instructional practices. Staff Responsible for Monitoring: Administrators Teacher Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 5: By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC United States History assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the STAAR EOC United States History assessment.

	2023%		2024%
Approaches	88%	to	92%
Meets	45%	to	48%
Masters	17%	to	18%

Evaluation Data Sources: Spring 2024 STAAR End of Course, Benchmark, and campus-based assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: 100% of the US History PLC team will be trained on the 5 step Instructional Preparation protocol with 100% implementation. Administrators will monitor the PLC process and conduct classroom visits to monitor instructional strategies based on planning in PLC.</p> <p>Strategy's Expected Result/Impact: Instructional Preparation protocol will result in improved teacher awareness of TEKS/SE, a better understanding of what students need to know which will result in more targeted and individualized student instruction.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders</p> <p>Problem Statements: Student Learning 1</p>				

Strategy 2 Details	Reviews			
Strategy 2: 100% of the US History PLC team will be trained on the SpringWay PLC protocol of Learning, Planning, and Practice delivering lessons that are rigorous, relevant, and engaging to improve student mastery. Strategy's Expected Result/Impact: The USH PLC team will participate in the SpringWay PLC protocol, plan TEKS aligned lessons and conducted lesson delivery practice and feedback to peers to improve student achievement performance on district (BOY, MOY, EOY assessments) and state assessments (End of Course Assessment). Staff Responsible for Monitoring: Administrators Specialists Department Chair Support Staff Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administration and specialists will perform targeted walk-throughs to monitor instruction and planning. Strategy's Expected Result/Impact: Campus will implement the coaching/feedback model to improve and refine instructional practices. Staff Responsible for Monitoring: Administrators Instructional Leaders Team Leaders Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students





Performance Objective 6: By June 2024, the campus attendance rate will increase to a minimum of 94%.

2023 Attendance: 87.2%

High Priority

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: The school staff will intervention methods such as attendance meetings, Blackboard Connect calls, and truancy meetings to inform parents of students with 3 or more absences within a 3 week period. Strategy's Expected Result/Impact: Increase student attendance to 93%. Staff Responsible for Monitoring: Administrative Team Attendance Clerks Attendance Committee Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus attendance committee will meet regularly to discuss trends in data, plan attendance make up sessions and plan incentives to promote attendance. Strategy's Expected Result/Impact: Increase in attendance across all grade levels. Staff Responsible for Monitoring: Attendance committee Principal Assistant Principals Problem Statements: School Processes & Programs 1 Funding Sources: General supplies - 199 General Fund - \$2,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: School staff will monitor absences weekly by reviewing student attendance by period as well as overall attendance percentages and implement appropriate interventions. Strategy's Expected Result/Impact: Increase student attendance to 93%. Staff Responsible for Monitoring: Administrators Counselors Attendance Clerks Registrar Academic Completion Specialist Truancy Officer Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: School attendance rate decreased to 86.1%. Root Cause: The campus needs to improve on effectively implementing an attendance committee that focuses on monitoring attendance and providing programs and incentives to promote daily attendance. The campus must track student attendance early and often, providing incentives and interventions.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024, students graduating College, Career, Military Ready (CCMR) will increase by 3% from the 2022-23 academic year.

HB3 Goal

Evaluation Data Sources: Students enrolled in CTE programs, students completing industry based certification, CCMR tracker updates, and reports run by campus/district office to monitor completion for campus as a whole.

Strategy 1 Details	Reviews			
Strategy 1: Provide increase opportunities for recruitment of students to rigorous courses (AP/Dual Credit) to provide challenging academic opportunities for all students. Strategy's Expected Result/Impact: An increased number of students enrolled in AP and Dual Credit classes who score high enough in classes and on exams to earn college credit. Staff Responsible for Monitoring: Administrators Counselors Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Dual Credit and Advanced Placement enrollment continues to be a challenge. Few students earn a "3" on Advanced Placement exams. Root Cause: Finding qualified teachers for Dual Credit and Advanced Placement Courses continues to be a challenge.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024, the four year graduation rate will increase by 3% from the 2022-23 academic year.

High Priority

Evaluation Data Sources: Credit checks/audits by counseling team and reports run by registrar

Strategy 1 Details		Reviews			
Strategy 1: Opportunities throughout the school year will be provided for students to earn credit in courses leading to graduation. These opportunities will include attendance recovery, grade recovery and interventions before and after school and Saturdays. Strategy's Expected Result/Impact: Multiple opportunities will allow students to take advantage based on their schedule and lead to more students graduating. Staff Responsible for Monitoring: Administrators Counselors Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: General supplies, paper, pens, etc. - 199 State SCE - State Compensatory Education (PIC - \$7,000, General supplies, paper, pens, etc. - 199 General Fund - \$3,000		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.
School Processes & Programs
Problem Statement 2: There is a need to increase the percentage of students earning a point for CCMR. Root Cause: Changes in state requirements for CCMR caused some of the decrease. Recruitment of students for Dual Credit, AP and CTE Pathways is a focus.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the percent of students graduating with Industry Based Certifications will increase by 5%

Evaluation Data Sources: Checks/ audits with CTE Counselor, Admin, and CTE Specialist, documents provided by teachers of certification programs, and coding reports from registrar.

Strategy 1 Details	Reviews			
Strategy 1: The campus staff and CTE department will work to educate students and parents on the benefits of certifications during the grade level parent town hall meetings and student meetings. Strategy's Expected Result/Impact: By the time students leave 9th grade, students will be well informed and knowledgeable of the certification they can receive in their chosen pathway. The number of students earning an industry certification will be at least 60% of CTE students graduating with endorsements and 40% graduating with a certification. Staff Responsible for Monitoring: CTE Administrator CTE Counselor CTE Academy Specialist Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will use a CCR tracker to monitor student progress. Strategy's Expected Result/Impact: Increase in students graduating with an endorsement and CTE certification. Staff Responsible for Monitoring: CTE Administrator CTE Academy Leader CTE Counselor Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a need to increase the percentage of students earning a point for CCMR. Root Cause: Changes in state requirements for CCMR caused some of the decrease. Recruitment of students for Dual Credit, AP and CTE Pathways is a focus.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 10: By June 2024 (EOY), 60% of students enrolled in Grades 9-12 will score "On/Above Grade Level" on NWEA MAP Reading.

By June 2024 (EOY), performance will increase by 5% for all student groups from the 2022-23 academic year on NWEA MAP Reading.

2023 % of NWEA MAP Reading On/Above Grade Level: 55%

Evaluation Data Sources: MAP Data (BOY, MOY, EOY)

Strategy 1 Details		Reviews			
Strategy 1: Provide all students, including at-risk students and students in special populations, with additional acceleration resources, and small group intervention tutoring before school, after school, and on Saturdays. Resources could include Sirius and Apex. Strategy's Expected Result/Impact: Student growth on reading summative assessments and student growth on STAAR English I/II EOC assessment. Staff Responsible for Monitoring: Administrators Specialists Teachers Problem Statements: Student Learning 1 Funding Sources: Paper, manipulatives, notebooks, pencils, pens - 199 State SCE - State Compensatory Education (PIC - \$3,000, Paper, manipulatives, notebooks, pencils, pens - 199 General Fund		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 11: By June 2024 (EOY), 60% of students enrolled in Grades 9-12 will score "On/Above Grade Level" on NWEA MAP Math.

By June 2024 (EOY), performance will increase by 5% for all student groups from the 2022-23 academic year on NWEA MAP Math.

2023 % of NWEA MAP Math On/Above Grade Level: 76%

Evaluation Data Sources: MAP Data (BOY, MOY, EOY)

Strategy 1 Details		Reviews			
Strategy 1: Provide Math Enrichment Activities and Support to all algebra students weekly during class or Mustang hour. Strategy's Expected Result/Impact: Student growth on math summative assessments and student growth on STAAR Algebra I EOC assessment. Staff Responsible for Monitoring: Administrators Specialists Teachers Problem Statements: Student Learning 1 Funding Sources: General supplies for activities. - 199 State SCE - State Compensatory Education (PIC, General supplies for activities. - 199 General Fund		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.





Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

HB3 Goal

Evaluation Data Sources: MAP Testing, Benchmarks, STAAR End of Course Exam

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and professional development to campus educators in supporting, providing, and monitoring appropriate acceleration and enrichment for English Learners, Special Education, Economically Disadvantaged, and GT. Strategy's Expected Result/Impact: Strategies to support learners in an accelerated, rigorous online environment. Increased academic achievement and growth for specific learner groups. Staff Responsible for Monitoring: Administration Instructional Specialist Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review and analyze all campus data to identify learner needs (academic, social, and emotional) and provide appropriate acceleration and enrichment. Strategy's Expected Result/Impact: Data analysis protocols Professional Learning Community data Successful learner academic achievement Healthy learner social-emotional skills Staff Responsible for Monitoring: Administration Instructional Specialist Counselors Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. **Root Cause:** Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the number of suspensions for African American Male students receiving special education services and other significantly disproportionate student groups will decrease by 10%

Evaluation Data Sources: Discipline Reports

Strategy 1 Details		Reviews			
Strategy 1: The campus will utilize the restorative practices and SISD District Code of Conduct to determine the discipline decisions. Strategy's Expected Result/Impact: Discipline referrals will decrease by 10% Staff Responsible for Monitoring: Administrators Campus Behavior Coordinator Counselors Teachers Problem Statements: Student Learning 1 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.
Perceptions
Problem Statement 1: The Staff Quality Survey showed stakeholders desired improved communication, consistency of implementation of systems across the campus and a safer environment. Root Cause: The campus has not capitalized on communication efforts of daily processes that have been implemented to improve safety.

Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders .

High Priority

Evaluation Data Sources: Spring ISD Quality Survey

Newsletter

Blackboard Communication

Strategy 1 Details	Reviews			
Strategy 1: The Campus will conduct Parent Nights for all grade levels before school begins and conduct Parent Town Hall meetings throughout the school year. Strategy's Expected Result/Impact: Communication with parents, community and stakeholders will result in a better understanding of upcoming events and campus activities. Staff Responsible for Monitoring: Administrators Counselors Teachers Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will send parents a newsletter with important information and dates, twice a month. Strategy's Expected Result/Impact: Communication with parents, community and stakeholders will result in a better understanding of upcoming events and campus activities. Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The Staff Quality Survey showed stakeholders desired improved communication, consistency of implementation of systems across the campus and a safer environment. Root Cause: The campus has not capitalized on communication efforts of daily processes that have been implemented to improve safety.

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Sign-In Sheets (participants)
Agendas
Impact data

Strategy 1 Details	Reviews			
Strategy 1: Staff will mentor at-risk students regarding their social-emotional learning and track student academic progress through an organized mentoring program. Strategy's Expected Result/Impact: Students will have one trusted adult on campus to communicate any issues or concerns and to assist with advocating for the student and monitoring academic progress Staff Responsible for Monitoring: Administrators Counselors Teachers Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Growth was shown on 4 out of 5 EOCs in "Approaches", however "Meets" and "Masters" scores declined. Root Cause: Evolving PLC procedures, lack of implementation of rigorous TEKS aligned lessons and the lack of all classrooms occupied by an effective and certified teacher all contributed to lack of student mastery on the assessments.

Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Evaluation Data Sources: Smore Newsletters
Sign In Sheets
Surveys
Enrollment Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus Staff will increase communication with community partners including apartment complexes and churches to inform them of events on campus. The campus will use newsletters, emails, marquee announcements and Blackboard for communication. Strategy's Expected Result/Impact: The increased communication will provide community members to participate in school activities and improve the positive perception of Westfield High School. Staff Responsible for Monitoring: Principal Administrative Team Instructional Leadership Team. Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Campus Staff will host at least 1 event on campus each semester, specifically designed for community outreach and to provide resources for parents and students, through the re-establishment of Community Partnerships. Strategy's Expected Result/Impact: This strategy will improve the relationship between parents, students and community and provide opportunities for partnership, mentorship and education. Staff Responsible for Monitoring: Principal Administrative Team Instructional Leadership Team Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: The Staff Quality Survey showed stakeholders desired improved communication, consistency of implementation of systems across the campus and a safer environment. **Root Cause:** The campus has not capitalized on communication efforts of daily processes that have been implemented to improve safety.

Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: Learning Passport data
T-TESS appraisal documentation

Strategy 1 Details	Reviews			
Strategy 1: All administrators will be trained in the T-TESS evaluation system by the start of the official appraisal period. Strategy's Expected Result/Impact: Teachers will have a trained administrator to coach, appraise and monitor professional learning requirements. Staff Responsible for Monitoring: Principal Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The administrative team will conduct calibration walks and utilize their professional PLC time to review T-TESS data, coaching and feedback documentation for teachers. Strategy's Expected Result/Impact: Feedback to teachers will be aligned and expectations will be consistent for all teachers. Staff Responsible for Monitoring: Administrative Team Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
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