

Spring Independent School District
Westfield High School
2018-2019 Campus Improvement Plan



Mission Statement

The Mission of Westfield High School is to create and maintain a safe and nurturing 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; verified by objective measures, thus furthering positive intellectual, technological, physical, moral and social development.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

The staff at Westfield High School include 168 teachers, 72 paraprofessionals, 11 counselors, 4 support staff, and 9 administrators.

The student population as of (Date): 43% Hispanic, 47% African American, 4% White, 4% Asian, 0% Pacific Islander.

The campus currently serves 11% Special Education, 13% English Language Learners, 73% Economically Disadvantaged Students, 31% CTE, 19% GT, and 56% At Risk.

Attendance Rate 2017-2018: 88 %

Mobility Rate (current data indication): 21%

Total Enrollment:

2,771 Students

Male: 53%

Female: 47%

Demographics Strengths

Certified ELL English teachers

CTE course offerings

100% of returning sheltered instruction team members are SIOP Trained.

High level of student participation in fine arts and clubs

WHS Graduation rate of 91.8% (as reflected in the 2017 school report card), versus 91.0% district average.

Graduation rate increase from 90% to 91.8% as reflected in the 2016 to the 2017 school report cards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ESL EOC Eng I reading scores are at 20% approaches, and ESL EOC English II reading scores are at 14% approaches, which is below the state standard of 50%. **Root Cause:** There is a need for staff development around linguistically accommodating lessons to teach language

Problem Statement 2: SpED EOC English I and English II scores are at 7% approaches which is below the state standard of 50%. **Root Cause:** There is a need for staff development around accommodating lessons to meet students learning levels.

Student Academic Achievement

Student Academic Achievement Summary

Spring 2018 EOC Scores

Algebra I 64%; with 1st time testers at 73%

Biology 66% ; with 1st time testers at 72%

ELA I 40%; with 1st time testers at 51%

ELA II 42%; with 1st time testers at 53%

US History 88%; with 1st time testers at 90%

Student Academic Achievement Strengths

Data from our 2017 Accountability Report:

WHS Social Studies scores for Index I were at 89%; in comparison of a district average of 65%.

Index III demonstrates no gaps among student groups, as 89% of our African American, Hispanic, and Economically Disadvantaged groups all approached grade level standard

Index IV, Postsecondary Readiness scores were at 83 points out of 100, which is 23 points over the Index IV score target of 60 points. WHS scored the highest in Spring ISD of any comprehensive high school.

91.5% of WHS graduating seniors demonstrated postsecondary readiness based on Index IV.

Staff knowledge and usage of Eduphoria and participation in student achievement discussions

Successfully closed the achievement gap among subgroups

Double-digit gains in Algebra I after earning a gold star in Math the year before

Consistent increase in student assessment performance

Substantial graduation rate growth and improvement

Significant English I and II initial test taker increase

School Processes & Programs

School Processes & Programs Summary

Westfield High School Initiatives include:

Restorative Discipline

Teach Like a Champion

Achieve 3000

Special Education Instructional Focus

ESL Instructional Focus

Plan for Campus-Wide Intervention & Enrichment courses

21st century Grant Program

CHAMPS

Social Media Communication; including Twitter, email, and call-outs

PLC Periods for EOC Accountability Areas

100% Highly Qualified Staff

Effective and Quality PLC participation for all content areas

Alignment of Eduphoria lesson plans

School Processes & Programs Strengths

Teacher attendance of Rigor and Relevance summer training

Almost 90% of surveyed staff enjoy working at WHS and feel their work is meaningful and important

Effective hall sweep procedure, and introduction of tardy calculator system, has resulted in decreased student tardies and increased student class attendance

Maintain effective and preventative safety measures

Created social media account to quickly share information and positive events to all stakeholders

Students attended grade-level meetings to acclimate themselves to the expectations of Westfield High School

Students were permitted to attend theatrical performances by the Theater Arts Department to further establish school culture

A significant amount of teachers have been TLAC and PLC trained

100% Highly Qualified Staff

Effective and Quality PLC participation

Effective utilization of Instructional Coaches and outside consultant

Low staff attrition rate

Utilize District ELL Linguistic Specialist to model lessons and coach teachers of ELL students

Master schedule was constructed so that all tested, core-subject area teachers have the same planning period.

Staff ability to navigate and utilize eStar and adopted scope and sequences

Data driven meetings

Effective usage of PLC's on Wednesdays including data discussions, personalized student instruction and intervention plans, and lesson designs around bell to bell instruction, CHAMPS and TLAC strategies and differentiation.

Consistent increase in student assessment performance

Improved graduation rate

Math and English teachers participated in a data mining and test analysis with qualified and effective personnel

Instructional Rounds, collect specific data and initiate collaboration discussions

Content teams are creating uniform and aligned formative assessments

Effective utilization of Parent Connect System

Adoption of Twitter and updated school webpage

Campus representation at various community events including registration and graduation walks, etc.

Translators provided

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Spring ISD Imperative: Reach Every Student







Westfield High School will utilize the continuous improvement process to ensure levels of student achievement that meet the following content target passing standards for initial testers: Biology (76%), US History (95%), Algebra I (75%), English I (60%) and English II (60%)

Performance Objective 1: Increase the levels of academic and language proficiency among Special Populations for our ESL and Special Education students, with the ultimate goal of 80% of students demonstrating an increase as evidenced by TELPAS and EOC. Reduce Gaps for Scholars receiving special education services by 25%.

Evaluation Data Source(s) 1: STEP Binder reviews, Linguistic Accommodation reviews, administrator feedback.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
Comprehensive Support Strategy 1) Incorporate in-class support as one of our special services that we provide to students as well utilized the case manager to support with ensuring students are receiving instructional supports determined by programmatic instructional committees (LPAC/ARD)	1. Case Mangers 2. SpEd Department Chairs	*Case managers will monitor academic progress at the 2nd and 5th week of each grading period for levels of mastery indicated by the IEP goals. *Documentation will be submitted in a form of a log that will be submitted to the SpEd/LEP Department Chair				
Comprehensive Support Strategy 2) Teachers with SPED students keep STEP Binders	Case Managers SpEd Department Chair Dr. Nickerson	*The STEP binder serves as documentation of the required services designated during the ARD. *Teachers will use the STEP binders to collect student work samples, monitor progress, and serve as evidence of the student performance.				
Comprehensive Support Strategy 3) Review ARDs/LPAC are held to ensure students are receiving the proper services.	Case Mangers Diagnosticians SpEd/LEP Department Chair Teachers of SpEd/ESL students	*Students are receiving designated supports as documented in the ARDs/LPAC *Evaluate student response to instruction accommodations and make adjustments as needed				

<p>Comprehensive Support Strategy</p> <p>4) ESL Coordinator and Administrators received training in Cultural Proficiency to support culturally relevant lesson planning/designing</p>	<p>*Administrative Instructional Team *Department Chairs</p>	<p>*Increase the culturally relevance within lessons that are being delivered and planned.</p>				
<p>5) ESL Newcomers will receive co-teach support in their sheltered instruction classrooms.</p>	<p>LEP Department Chair Administrative Instructional Team</p>	<p>Increased language proficiency measured by TELPAS results</p>				
<p>Comprehensive Support Strategy</p> <p>6) Establish a school-wide intervention program to support achievement in Reading and Math interventions.</p>	<p>Student Support Specialist</p>	<p>Researched-based intervention to increase reading lexile levels and academic performance among re-testers and test re-takers during intervention classes embedded into student schedules (ie Reading, Practical Writing, Algebraic Reasoning Intervention courses). Students will remain in the program until they demonstrate growth based on grade level expectations.</p>				
<p>Comprehensive Support Strategy</p> <p>7) 21st Century Program</p>	<p>21st Century Coordinator Academy Coordinator</p>	<p>Enhance student academic performance and social-emotional development</p>				
<p>Comprehensive Support Strategy</p> <p>8) Implementation of Teach Like A Champion strategies and techniques.</p>	<p>*Administrative Instructional Team *Administrative Culture Team *Department Chairs</p>	<p>Establish positive learning environment conducive to high level of achievement</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 1: Spring ISD Imperative: Reach Every Student

Westfield High School will utilize the continuous improvement process to ensure levels of student achievement that meet the following content target passing standards for initial testers: Biology (76%), US History (95%), Algebra I (75%), English I (60%) and English II (60%)

Performance Objective 2: Increase passing rates on state assessments, district assessments, and daily classroom performance.

Evaluation Data Source(s) 2: Checkpoints, benchmarks, state assessments, and informal assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
Comprehensive Support Strategy 1) Students receive in-class interventions based on scheduling	Counselors Teachers Department Chairs Administrative Instructional Team	Increased performance on assessments and mastery of grade-level standards.				
	2) Teachers in tested subject areas meet daily in PLCs to develop & implement in-class interventions.	Administrative Instructional Team Department Chairs Counselors Teachers	Collaborative planning and designing for student achievement.			
Comprehensive Support Strategy 3) Teachers will continue to receive professional development on differentiation & instructional planning.	Associate of C&I Administrative Team Department Chairs District Developmental Specialist	Build capacity of teachers to impact student achievement.				
4) Provide "just in time" academic interventions for students.	Content Teams Co-Teachers Administrators Campus Specialists	Increase academic achievement.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 46887.80)						
5) Monitor gradebook entry by running grade reports every three weeks.	Campus Data Clerk Department Chairs Administrative Team	Gradebook reports generated at second and fourth week of the grading period to ensure grade entry. An adequate record of student performance.				
6) Provide Instructional Materials for Core Content Areas.						
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)						
						


Goal 1: Spring ISD Imperative: Reach Every Student

Westfield High School will utilize the continuous improvement process to ensure levels of student achievement that meet the following content target passing standards for initial testers: Biology (76%), US History (95%), Algebra I (75%), English I (60%) and English II (60%)

Performance Objective 3: Ensure that all students and staff feel physically safe:

Evaluation Data Source(s) 3: Decrease in discipline referrals; administrator roaming periods; metal detectors throughout the day; active shooter and lockdown drill; staff duty assignments; and increased school district police visibility.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Staff assigned duty at strategic points in the building daily.	Administrative Team Associate of Administration SISD Police	To establish a safe learning environment for all, where teachers and staff feel safe and nurtured.				
2) Teachers are required to stand at their door during all passing periods.	Department Chairs Administrative Team Team Leaders Staff Members	To establish a safe learning environment for all, where teachers and staff feel safe and nurtured.				
Comprehensive Support Strategy 3) Teachers and students utilize the CHAMPS procedures	Teachers Department Leaders Administrative Team	Decrease discipline referrals and number of students in ISS/OSS as well as increased student attendance. Establish positive teacher to student and student to peer relationships.				
						

Goal 1: Spring ISD Imperative: Reach Every Student







Westfield High School will utilize the continuous improvement process to ensure levels of student achievement that meet the following content target passing standards for initial testers: Biology (76%), US History (95%), Algebra I (75%), English I (60%) and English II (60%)

Performance Objective 4: Increase opportunities for student body to share concerns with campus leadership.

Evaluation Data Source(s) 4: Data that shows a decrease in discipline data that involves disrespect and defiance of authority, and establishment of student advisory committee.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Establish a Principal/Student leadership council.	Administrative Team Class/Organization/Club Officers	Create an opportunity for student voice to be a part of decision-making				
2) Quarterly class meetings.	Administrative Team	Invest in student involvement and their academic success.				

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  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Spring ISD Imperative: Excellence in Every School







Westfield High School will utilize the continuous improvement process to ensure the continuous collaboration of staff, monitoring of the PLC process, and data driven student intervention that results in initial testers meeting the following campus passing percentages: Biology (76%), US History (95%), Algebra I (75%), English I (60%) and II (60%). WHS will improve college readiness by 10%.

Performance Objective 1: Increased success on the ELA 1 and ELA 2 state assessments:

Evaluation Data Source(s) 1: The passing rate for ELA 1 and ELA 2 is reached.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>1) Scaffolding lessons based upon student performance data.</p>	<p>Department Chairs Administrative Instructional Team Team Leads District Instructional Specialist. Teachers Student Support Specialist</p>	<p>Increased student performance as evidenced by local and state exams.</p> <p>Data-driven lessons aligned with student needs.</p> <p>Mastery on grade-level standards.</p>				
<p>2) Daily PLC within tested subject areas.</p>	<p>Administrative Instructional Team Department Chairs Team Leads</p>	<p>Team Collaboration around student achievement.</p> <p>Build teachers instructional capacity through the sharing of techniques, strategies and best practices.</p> <p>Monitor and review student data to drive instructional planning and interventions.</p> <p>Provide teachers opportunities to practice delivery of instruction through "at bat" technique.</p>				

<p>Comprehensive Support Strategy</p> <p>3) Writing across the curriculum.</p>	<p>Administrative Team Department Chairs Team Leads</p>	<p>Students increasing abilities to write about various ideas in content areas.</p> <p>Student will produce at least 2 writing samples in a 6 week period.</p> <p>Increased writing scores in English I and English II.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Spring ISD Imperative: Excellence in Every School

Westfield High School will utilize the continuous improvement process to ensure the continuous collaboration of staff, monitoring of the PLC process, and data driven student intervention that results in initial testers meeting the following campus passing percentages: Biology (76%), US History (95%), Algebra I (75%), English I (60%) and II (60%). WHS will improve college readiness by 10%.

Performance Objective 2: Increase the number and focus on student and staff recognitions and celebrations.

Evaluation Data Source(s) 2: Campus Climate surveys each semester.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Honor Roll Recognition every 6-wks.	Administrative Team	Increase in academic achievement as demonstrated by the number of students on honor roll.				
2) Grade level attendance recognition/competition	Administrative Team Attendance committee	Heighten awareness of the benefits of attending school regularly				

Goal 3: Spring ISD Imperative: High Performance from Every Employee







Westfield High School will commit to the recruitment and retention of highly qualified teachers and staff and will retain 90% of its staff for the 2018-2019 school year. Westfield High School will hire a staff of educator professionals that are 100% highly qualified.

Performance Objective 1: The core, tested subject areas have common planning periods that allow them to plan prepare engaging lesson for students

Evaluation Data Source(s) 1: Increased opportunities for professional learning and collaboration to occur among teams, which fosters higher performance for every employee.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
Comprehensive Support Strategy 1) PLC for teachers in tested, core subject areas.	Teachers in tested core subject areas. Associate of C&I Associate of Administration Assistant Principals Instructional specialist Developmental Specialists.	Increased test scores on checkpoints, benchmarks, and state assessments. (increase percentages of index II and index III on state exams).				
2) Common planning for SpEd/ESL co-teachers and general education teachers by EOC subject area	Administrators Department Leaders Team Leaders SpEd/LEP Department Chair Associate Principal of C&I	Increased implementation of differentiation aligned with student needs. Foster collaboration among departments and special programs				
3) Data Teams for Learning protocols for campus-wide team planning	Administrators Department Chairs Team Leaders	Implement data-driven discussions and planning to align student need with instructional activities Utilizing "team approach" fosters commitment and support among staff.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Spring ISD Imperative: High Performance from Every Employee







Westfield High School will commit to the recruitment and retention of highly qualified teachers and staff and will retain 90% of its staff for the 2018-2019 school year. Westfield High School will hire a staff of educator professionals that are 100% highly qualified.

Performance Objective 2: Implement Restorative Behavior Model among staff and administrative team.

Evaluation Data Source(s) 2: Staff surveys, increased staff moral, attendance, and motivation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Implement community circle into PLCs/Department Mtgs	Administrative Team Department Chairs Team Leaders Teachers Counselors	Establish healthy working relationships, communication and dialogue among staff, and stress-free working environment.				
2) Create an incentives for staff; staff attendance, teaching excellence in the classroom, department teacher of the month, and meeting campus expectations	Administrative Team	High performance from every employee Fostering a community of positive reinforcement.				

 = Accomplished
  = Continue/Modify
  = Considerable
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Goal 3: Spring ISD Imperative: High Performance from Every Employee

Westfield High School will commit to the recruitment and retention of highly qualified teachers and staff and will retain 90% of its staff for the 2018-2019 school year. Westfield High School will hire a staff of educator professionals that are 100% highly qualified.

Performance Objective 3: All staff will have an understanding and commitment to implementing the SpringWay.

Evaluation Data Source(s) 3: Consistency of expectations across the campus.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Staff development of the SpringWay embeded into EPLT monthly sessions.	Associate of C&I Instructional Admin Team Department Chairs	Clear communication of the expectations for stakeholders (i.e. staff, teachers, and students) of the SpringWay				
2) Administrative team walks and monitors for Springway components during Instructional Rounds.	Administrative Team	High priority placed on implementation of TLAC Strategies and techniques and SpringWay components.				
3) Empower Instructional Council with implementing frequent Springway check-ins with teams.	Department Chairs	Continuous improvement process to drive school climate and culture.				
						


Goal 4: Spring ISD Imperative: Engaged Stakeholders in Every Community

Westfield High School will increase the number of opportunities for stakeholder participation and involvement by 50%.

Performance Objective 1: We will re-enact our PTO, engage more support from our parents, and use our community business partners to motivate our teachers.

Evaluation Data Source(s) 1: Attendance reports, agendas, sign in sheets at events, and number of parent volunteers.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) PTO meetings	Administrators Counselors	Empower parents; more parental support as evidenced by higher attendance rates; higher college admissions; improved test scores on national and state exams; improved stakeholder presence and participation at various events at Westfield High School				
2) Open House	Administrative Team Counselors Associate of C&I	Build teacher-parent relationships. Communication of school expectations. Strengthened partnership between home and school.				
3) Grade Level Meetings	Administrators Counselors	Student understanding of campus expectations. Build a positive culture and climate.				
4) Curriculum Night	Department Chairs Instructional Specialist Administrative Team Teachers	Share resources with families that support student achievement. Address student and parent curriculum needs that support student achievement. Showcase student work. Academic/grade communication, including parent portal. Communicate upcoming instructional support schedules (i.e. camps, tutoring).				
						


Goal 5: Spring ISD Imperative: Opportunities and Choice for Every Family

Westfield High School will improve student post-secondary readiness as well as social opportunities for student leadership.

Performance Objective 1: Increase the number of students acquiring Advanced Placement credit.

Evaluation Data Source(s) 1: More students taking and earning college credit via AP exams and dual credit courses.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Increase the amount of AP/Dual Credit courses offered on campus	College Career Counselor Administrative team Grade-level Counselors	Student preparedness for post-high school education. Increased knowledge of college and career readiness.				
2) Hire teachers that are qualified to teach the AP/DC courses offered at Westfield HS	Administrative Team Westfield Staff Counseling Department	Increase number of students earning college credit.				
3) Communicating availability of AP courses to all qualified students and parents	Teachers Counselors Administrative Team College Career Counselor	Students will become aware of options for college and career readiness.				
						


Goal 5: Spring ISD Imperative: Opportunities and Choice for Every Family

Westfield High School will improve student post-secondary readiness as well as social opportunities for student leadership.

Performance Objective 2: Increase number of Dual Credit opportunities offered at Westfield High School and Lone Star College.

Evaluation Data Source(s) 2: More students taking and earning college credit via Dual Credit courses.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Strengthen campus partnership with Lone Star College	Associate of C&I College and Career Counselor	Increase number of students enrolled in dual credit; which will increase the number of students enrolled in higher education after graduation.				
2) Increase the number of students taking the TSI to measure college readiness.	College and Career Coordinator Counselors Administrative Team	Sophomore and Junior students will be tested with the TSI to qualify them for Dual Credit courses.				
						

Goal 5: Spring ISD Imperative: Opportunities and Choice for Every Family







Westfield High School will improve student post-secondary readiness as well as social opportunities for student leadership.

Performance Objective 3: Improve college entry exam preparation and scores:

Evaluation Data Source(s) 3: Increase in passing rates on national and state college entry exams.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) College and Career counselor will notify parents & students of college entry exam schedules, organize and notify students of college entrance exam prep courses.	College Career Counselor Grade level counselor CTE Department	Increased awareness for students and their academic planning.				
2) Westfield HS is an approved SAT Testing Center	Administrative Team	Majority of students taking the SAT Test.				
3) 21st Century Program at WHS offers Princeton Review SAT Prep courses to juniors and seniors free of charge	21st Century Coordinator Counselors College and Career Counselor Administrative team	Increased awareness, preparation, and scores for SAT/ACT				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Spring ISD Imperative: Opportunities and Choice for Every Family

Westfield High School will improve student post-secondary readiness as well as social opportunities for student leadership.

Performance Objective 4: Students will obtain more program licenses and certification from their CTE courses:

Evaluation Data Source(s) 4: Students demonstrating College Readiness; Career Readiness; and/or Military Readiness, as demonstrated by the CCMR Indicator.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) CTE Teachers will prepare students to take License/Certification exams	CTE Department Chair CTE Department Administrators	Students are prepared for the workforce after high school graduation. Increase in the number of students taking license/certification exams. Increase in student ownership/relevancy of their learning.				
2) Heightened student awareness of pathway certification opportunities including those courses offered by the school as well as other opportunities through 21 Century programs.	CTE Department Counselors College and Career Coordinator Administrative Team 21st Century Coordinator	Increased certifications within career pathways.				
3) CTE PLCs will collaborate around aligning curriculum with state certification exams	CTE Department Counselors College and Career Coordinator Administrative Team	Increase in students taking certification exams				

Goal 5: Spring ISD Imperative: Opportunities and Choice for Every Family

Westfield High School will improve student post-secondary readiness as well as social opportunities for student leadership.

Performance Objective 5: Increase opportunities for parents to take educational classes on campus through the 21st Century Learning Grant.

Evaluation Data Source(s) 5: Sign in sheets. Enrollment documentation. Parent surveys.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Share information on website; during parent informational meetings; and signage.	21st Century Coordinator Administrative Team	Increased parental awareness. Establish a culture of learning that connects home and school. Heighten the impact of academic success in the community.				
2) Westfield High School will offer ESL and computer classes on campus for parents	21st Century Coordinator Administrative Team	Increased parental participation by convenience of location and opportunities to enroll in continuing education courses.				

Goal 5: Spring ISD Imperative: Opportunities and Choice for Every Family







Westfield High School will improve student post-secondary readiness as well as social opportunities for student leadership.

Performance Objective 6: Promotion of student involvement in clubs and organizations.

Evaluation Data Source(s) 6: Student leadership presence at grade level camps, volunteer opportunities in the school community, and academic achievement.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Establish class officers at each grade level.	Class Officer Sponsors	Class officers for each grade level.				
2) Increase the number of students earning a DSG Cord.						

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Incorporate in-class support as one of our special services that we provide to students as well utilized the case manager to support with ensuring students are receiving instructional supports determined by programmatic instructional committees (LPAC/ARD)
1	1	2	Teachers with SPED students keep STEP Binders
1	1	3	Review ARDs/LPAC are held to ensure students are receiving the proper services.
1	1	4	ESL Coordinator and Administrators received training in Cultural Proficiency to support culturally relevant lesson planning/designing
1	1	6	Establish a school-wide intervention program to support achievement in Reading and Math interventions.
1	1	7	21st Century Program
1	1	8	Implementation of Teach Like A Champion strategies and techniques.
1	2	1	Students receive in-class interventions based on scheduling
1	2	3	Teachers will continue to receive professional development on differentiation & instructional planning.
1	3	3	Teachers and students utilize the CHAMPS procedures
2	1	1	Scaffolding lessons based upon student performance data.
2	1	3	Writing across the curriculum.
3	1	1	PLC for teachers in tested, core subject areas.