

# **Pflugerville Independent School District**

## **Westview Middle School**

### **2023-2024 Board Approved**



**Board Approval Date:** October 19, 2023

# Mission Statement

Westview's mission is to create a learning community that fosters a safe and respectful environment so that all Wildcats can grow and develop into productive members of society.

## Vision

Wildcat Community where all means ALL.

## Value Statement

We will create a safe community through high expectations.

We will create an environment that empowers excellence in academics, character, and community engagement.

We will develop a culture of independent thinkers and learners striving for personal growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Westview Middle School is a Title I Schoolwide campus serving an ethnically diverse and mostly lower-income community of 672 students in grades 6-8, as of Fall 2023. Our families are from single-family homes, duplex homes, and many apartments, including Section 8 housing. According to our students' registration numbers, over 49% of our students speak a first-language other than English. Westview Middle School partners with HEB, Starbucks, Andy's Frozen Custard, Dominos, Kona Ice, Bill Millers, Costco, RBFCU, Horace Mann Financial, and Jason's Deli.

### Students

Student Demographics - Westview Middle School (Source: TAPR & OnDataSuite)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Total Enrollment</b>	<b>763</b>	<b>796</b>	<b>723</b>	<b>682</b>	<b>714</b>	<b>672</b>
African American	19.5%	20.4%	21.3%	20.2%	20.22%	17.6%
Hispanic	61.1%	60.8%	60.2%	61.1%	61.74%	61.0%
White	10.4%	9.7%	10.7%	10.5%	9.81%	10.6%
American Indian	0.0%	0.0%	0.1%	0.0%	.12%	0.3%
Asian	6.8%	6.8%	5.7%	6.1%	5.81%	6.9%
Pacific Islander	0.1%	0.1%	0.0%	0.0%	.12%	0.5%
Two or More Races	2.1%	2.3%	2.1%	2.1%	2.18	3.3%

There has been a steady increase in the number of Emergent Bilingual students, with nearly half of the student body identified. Students receiving dyslexia services have increased over the past five years, and the campus mobility rate has also decreased steadily over the past three years to nearly 17%.

Student Special Program Identification/Participation - Westview Middle School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Economically Disadvantaged	80.7%	76.1%	76.1%	69.1%	46.3%
Emergent Bilingual students	37.3%	40.3%	43.6%	46.8%	49.1%
At-Risk	74.4%	74.8%	76.7%	80.8%	69.1%
Special Education	14.3%	13.4%	15.2%	16.3%	13.7%

Student Special Program Identification/Participation - Westview Middle School (Source: TAPR & OnDataSuite)					
Gifted & Talented	7.9%	8.9%	10.5%	9.3%	9.4%
Dyslexia	5.9%	6.8%	7.7%	9.2%	9.2%
Section 504	8.5%	10.8%	11.5%	11.98%	11.0%
Immigrant	5.9%	3.5%	3.2%	4.2%	6.9%
Homeless	2.0%	0.8%	2.9%	0.0%	0.3%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	21.7%	18.9%	16.9%	not yet reported	not yet reported

### Staff Demographics

Westview Middle School strives to hire a staff that reflects the diversity of our students. For the 2023-2024 school year, our staff demographics are as follows: 10.7% African American, 23% Hispanic, 60% white, and 0% Asian. Westview MS employs 66 certified teachers, 9 educational associates, 4 office staff, 1 librarian, 1 nurse, 2 counselors, 3 assistant principals and 1 campus principal. Westview Middle School certified teachers have an average of 5 years experience with the experience ranging from first-year to over 30 years of experience.

Teacher Demographics - Westview Middle School (Source: TAPR)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023
<b>Total Teachers</b>	<b>67.1</b>	<b>61.8</b>	<b>61.6</b>	<b>62.1</b>	<b>58.8</b>	66.1
African American	14.9%	17.8%	17.1%	16.5%	13.6%	10.7%
Hispanic	27.3%	28.1%	26.9%	29.8%	26.2%	23.2%
White	53.0%	49.9%	51.1%	45.6%	53.4%	60.2%
American Indian	0.0%	1.0%	1.6%	1.6%	1.7%	1.8%
Asian	0.3%	0.0%	0.0%	1.6%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	4.5%	3.2%	3.2%	4.8%	5.1%	4.0%

Teachers by Years of Experience - Westview MS (Source: TAPR)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning Teachers	10.9%	3.2%	1.6%	3.4%	4.9%	10.1%
1-5 Years Experience	30.5%	36.2%	39.1%	30.5%	35.7%	29.8%
6-10 Years Experience	18.3%	18.2%	16.6%	28.6%	19.5%	28.4%

11-20 Years Experience	23.7%	27.8%	29.7%	26.3%	29.1%	19.6%
21-30 Years Experience	16.7%	14.6%	13.0%	11.3%	7.4%	8.5%
Over 30 Years Experience	not reported	not reported	not reported	not reported	3.4%	3.7%

### Demographics Strengths

- Westview's student population and faculty continue to be diverse and reflect our strong culturally diverse learning environment and climate at the campus.
- For the 2023-2024 school year, Westview has added staff and faculty that are representative of our student population with over 50% Hispanic. For the 2022-2023 school year, Westview's current staff population being approximately 40% staff Hispanic.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our current campus student population currently reflects a high percentage (46%) of low socio-economic status families in our area. Additionally, our campus has 49% of students that are identified as Emergent Bilingual. Additionally, there continues to be a high need for coaching and training of our faculty and staff to support instruction. **Root Cause:** Immediate basic needs due to family hardships contributes to the learning gaps and instructional support from home. In addition, there is a need for ongoing training on instructional practices and interventions that support a diverse group of learners.

# Student Learning

## Student Learning Summary

The 2023-2024 STAAR Results Reports are outlined below:

2023 STAAR														
	All Student	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
<b>All</b>														
Percent of Tests														
% at Approaches GL Standard or Above	54%	46%	51%	79%	0%	75%	0%	60%	52%	52%	54%	31%	70%	58%
% at Meets GL Standard or Above	23%	17%	20%	49%	0%	45%	0%	28%	21%	22%	21%	13%	37%	27%
% at Masters GL Standard	7%	2%	5%	22%	0%	19%	0%	5%	6%	6%	6%	1%	13%	8%
Number of Tests														
# at Approaches GL Standard or Above	925	166	546	114	0	75	0	24	778	456	683	80	21	554
# at Meets GL Standard or Above	394	59	208	71	0	45	0	11	318	189	269	35	11	257
# at Masters GL Standard	118	8	57	32	0	19	0	2	83	50	72	3	4	81
Total Tests	1712	357	1066	145	2	100	2	40	1505	876	1265	260	30	963
<b>Reading</b>														
Percent of Tests														
% at Approaches GL Standard or Above	63%	56%	59%	84%	0%	83%	0%	82%	60%	59%	63%	31%	92%	67%
% at Meets GL Standard or Above	32%	24%	27%	60%	0%	60%	0%	59%	29%	28%	29%	14%	58%	39%

**2023 STAAR**

% at Masters GL Standard	11%	5%	8%	35%	0%	30%	0%	12%	9%	9%	9%	2%	25%	13%
Number of Tests														
# at Approaches GL Standard or Above	407	76	236	48	0	33	0	14	347	194	306	33	11	245
# at Meets GL Standard or Above	208	32	108	34	0	24	0	10	167	93	140	15	7	142
# at Masters GL Standard	73	7	32	20	0	12	0	2	52	31	45	2	3	47
Total Tests	648	135	397	57	1	40	1	17	574	329	485	106	12	366

**Mathematics**

## Percent of Tests

% at Approaches GL Standard or Above	52%	44%	51%	68%	0%	70%	0%	59%	49%	51%	52%	26%	67%	55%
% at Meets GL Standard or Above	17%	13%	13%	36%	0%	38%	0%	6%	15%	18%	15%	10%	25%	19%
% at Masters GL Standard	4%	1%	3%	8%	0%	18%	0%	0%	2%	4%	2%	0%	8%	5%

## Number of Tests

# at Approaches GL Standard or Above	336	59	199	40	0	28	0	10	282	167	251	28	8	200
# at Meets GL Standard or Above	107	17	53	21	0	15	0	1	84	58	73	11	3	68
# at Masters GL Standard	24	1	11	5	0	7	0	0	13	12	11	0	1	19
Total Tests	645	134	393	59	1	40	1	17	572	327	481	107	12	366

**Science**

## Percent of Tests

% at Approaches GL Standard or Above	51%	42%	49%	100%		70%		0%	49%	51%	51%	46%	33%	55%
% at Meets GL Standard or Above	24%	20%	21%	64%		40%		0%	23%	21%	24%	25%	0%	26%



2023 STAAR														
% at Masters GL Standard	6%	0%	7%	21%		0%		0%	6%	4%	6%	0%	0%	8%
Number of Tests														
# at Approaches GL Standard or Above	108	19	68	14	0	7	0	0	89	56	76	11	1	63
# at Meets GL Standard or Above	51	9	29	9	0	4	0	0	42	23	36	6	0	30
# at Masters GL Standard	12	0	9	3	0	0	0	0	10	4	9	0	0	9
Total Tests	210	45	138	14	0	10	0	3	180	110	150	24	3	115
Social Studies														
Percent of Tests														
% at Approaches GL Standard or Above	35%	28%	31%	80%		70%		0%	34%	35%	34%	35%	33%	40%
% at Meets GL Standard or Above	13%	2%	13%	47%		20%		0%	14%	14%	13%	13%	33%	15%
% at Masters GL Standard	4%	0%	4%	27%		0%		0%	4%	3%	5%	4%	0%	5%
Number of Tests														
# at Approaches GL Standard or Above	74	12	43	12	0	7	0	0	60	39	50	8	1	46
# at Meets GL Standard or Above	28	1	18	7	0	2	0	0	25	15	20	3	1	17
# at Masters GL Standard	9	0	5	4	0	0	0	0	8	3	7	1	0	6
Total Tests	209	43	138	15	0	10	0	3	179	110	149	23	3	

#### 2021-2022 Student Learning

- Westview Middle School is a Targeted Support & Improvement School based on underperformance for 3 consecutive years for the same 3 indicators (Hispanic, African American, White, Asian, Eco Dis, Special Education).
- Westview Middle School's overall accountability is "Not Rated."

#### Overview of Domain Scores:

- Student Achievement Domain 1: 58 (F-Not Rated)
  - Based on the estimator in order to become a B campus with a C in all the Domains our focus will be to increase the student performance on the areas of Meets and Masters by 10% (10% of students will be equal to 54 students performing at the Masters Level) (18 Students Per Grade Level)
- School Progress Domain 2: 59 (F-Not Rated)
  - Identify students on the cusp of a new performance group and intervene. We have identified students for Math and ELA Intervention to receive intervention during Advisory. The goal is to get our Approaches students to Meets. Data will be monitored consistently throughout the year to monitor progress
- Closing the Gaps Domain 3: 68 (D-Not Rated)
  - While there are some with larger gaps than others we need to continue focusing on the ones that we almost close the gaps such as Hispanic, Eco Dis, African American, and SPED (ELA).

STAAR Results: The results for the 2022-2023 school year are listed above.

STAAR Results: Spring 2018 through Spring 2022

ALL Grade Levels

STAAR 3-8 Academic Performance All Administration for (227904042) - Westview Middle							
	Total Counts				Percentage		
	19-20	20-21	21-22		19-20	20-21	21-22
Math							
Academic Readiness - Did Not Meet	0	332	346		0.00%	63.00%	58.64%
Academic Readiness - Approaches	0	195	244		0.00%	37.00%	41.36%
Academic Readiness - Meets	0	65	74		0.00%	12.33%	12.54%
Academic Readiness - Masters	0	14	24		0.00%	2.66%	4.07%
Total Tested (Non-Duplicate Count)	0	527	590		-	-	-
Reading							
Academic Readiness - Did Not Meet	0	280	266		0.00%	47.46%	39.94%
Academic Readiness - Approaches	0	310	400		0.00%	52.54%	60.06%
Academic Readiness - Meets	0	153	216		0.00%	25.93%	32.43%
Academic Readiness - Masters	0	64	114		0.00%	10.85%	17.12%
Total Tested (Non-Duplicate Count)	0	590	666		-	-	-
Social Studies							
Academic Readiness - Did Not Meet	0	107	125		0.00%	51.20%	60.98%
Academic Readiness - Approaches	0	102	80		0.00%	48.80%	39.02%

STAAR 3-8 Academic Performance All Administration for (227904042) - Westview Middle							
Academic Readiness - Meets	0	40	28		0.00%	19.14%	13.66%
Academic Readiness - Masters	0	16	14		0.00%	7.66%	6.83%
Total Tested (Non-Duplicate Count)	0	209	205		-	-	-
Science							
Academic Readiness - Did Not Meet	0	96	105		0.00%	46.38%	51.72%
Academic Readiness - Approaches	0	111	98		0.00%	53.62%	48.28%
Academic Readiness - Meets	0	55	46		0.00%	26.57%	22.66%
Academic Readiness - Masters	0	20	17		0.00%	9.66%	8.37%
Total Tested (Non-Duplicate Count)	0	207	203		-	-	-

### 6th Grade Math:

For Math STAAR outcomes there was a slight increase in the Approaches level from 2021-2022 to the 2022-2023 in 6th grade by 2% points (51% to 53%), although Meets decreased by 2% points (16% to 14%) and Masters decreased by 4% points (7% to 3%)

### 7th Grade Math:

For 7th grade Math STAAR outcomes, there was a 4% point increase (24% to 28%) at the Approaches level from 2021-2022 to the 2022-2023 and a 3% point increase (5% to 8%) in the Meets performance level. Masters levels stayed the same at 1%. 7th Grade Math outcomes continue to be the lowest with performance and lack of improvement.

### 8th Grade Math:

For 8th grade Math STAAR outcomes, there was a 8% point increase (43% to 51%) at the Approaches level from 2021-2022 to the 2022-2023 school year, and a 1% point increase (2% to 3%) at the Masters performance level. Meets stayed the same at 15%.

### 6th Grade Reading:

For Reading STAAR outcomes there was an increase in the Approaches level from 2021-2022 to the 2022-2023 in 6th grade by 7% points (51% to 53%) and an increase in Meets by 2% points (24% to 26%). Masters performance decreased from 11% to 8%.

### 7th Grade Reading:

For 7th grade Reading STAAR, there was a decrease of 4% points (66% to 62%) at the Approaches level from 2021-2022 to the 2022-2023, a decrease at the Meets level from 39% to 33%, and a 9% decrease at the Masters level from 21% to 12%. This was the highest performing grade level for Reading; however, this grade level also saw decreases in performances from the prior school year.

### 8th Grade Reading:

8th Grade Reading STAAR outcomes show a 3% point decrease (64% to 61%) at the Approaches level from 2021-2022 to the 2022 -2023 school year, a 5% point decrease (34% to 29%) at the Meets level, and an 8% point decrease (20% to 12%) at the Masters level. The overall performance was close to 7th grade, but similarly we saw decreased in all three performance categories for the 8th grade Reading STAAR.

Math: STAAR 3-8 Academic Performance Grade 06 All Administration for (227904042) - Westview Middle

	18-19	19-20	20-21	21-22		18-19	19-20	20-21	21-22
Academic Readiness - Did Not Meet	68	0	102	113		27.76%	0.00%	50.50%	48.92%
Academic Readiness - Approaches	177	0	100	118		72.24%	0.00%	49.51%	51.08%

Academic Readiness - Meets	70	0	35	36		28.57%	0.00%	17.33%	15.58%
Academic Readiness - Masters	23	0	7	17		9.39%	0.00%	3.47%	7.36%
Total Tested (Non-Duplicate Count)	245	0	202	231		-	-	-	-
Reading									
Academic Readiness - Did Not Meet	102	0	102	116		41.63%	0.00%	50.25%	50.00%
Academic Readiness - Approaches	143	0	101	116		58.37%	0.00%	49.75%	50.00%
Academic Readiness - Meets	69	0	39	55		28.16%	0.00%	19.21%	23.71%
Academic Readiness - Masters	22	0	12	26		8.98%	0.00%	5.91%	11.21%
Total Tested (Non-Duplicate Count)	245	0	203	232		-	-	-	-

STAAR 3-8 Academic Performance Grade 07 All Administration for (227904042) - Westview Middle									
	18-19	19-20	20-21	21-22		18-19	19-20	20-21	21-22
Math									
Academic Readiness - Did Not Meet	85	0	97	117		52.80%	0.00%	88.18%	75.97%
Academic Readiness - Approaches	76	0	13	37		47.21%	0.00%	11.82%	24.03%
Academic Readiness - Meets	11	0	0	7		6.83%	0.00%	-	4.55%
Academic Readiness - Masters	1	0	0	2		0.62%	0.00%	-	1.30%
Total Tested (Non-Duplicate Count)	161	0	110	154		-	-	-	-
Reading									
Academic Readiness - Did Not Meet	102	0	95	77		39.53%	0.00%	54.29%	33.77%
Academic Readiness - Approaches	156	0	80	151		60.47%	0.00%	45.71%	66.23%
Academic Readiness - Meets	86	0	39	90		33.33%	0.00%	22.29%	39.47%
Academic Readiness - Masters	42	0	23	47		16.28%	0.00%	13.14%	20.61%
Total Tested (Non-Duplicate Count)	258	0	175	228		-	-	-	-

STAAR 3-8 Academic Performance Grade 08 All Administration for (227904042) - Westview Middle									
	18-19	19-20	20-21	21-22		18-19	19-20	20-21	21-22
Math									
Academic Readiness - Did Not Meet	61	0	133	116		24.70%	0.00%	61.86%	56.59%
Academic Readiness - Approaches	205	0	82	89		40.76%	0.00%	38.14%	43.41%
Academic Readiness - Meets	94	0	30	31		38.06%	0.00%	13.95%	15.12%
Academic Readiness - Masters	17	0	7	5		6.88%	0.00%	3.26%	2.44%
Total Tested (Non-Duplicate Count)	247	0	215	205		-	-	-	-
Reading									
Academic Readiness - Did Not Meet	68	0	83	73		28.57%	0.00%	39.15%	35.44%
Academic Readiness - Approaches	190	0	129	133		79.83%	0.00%	60.85%	64.56%
Academic Readiness - Meets	102	0	75	71		42.86%	0.00%	35.38%	34.47%
Academic Readiness - Masters	53	0	29	41		22.27%	0.00%	13.68%	19.90%
Total Tested (Non-Duplicate Count)	238	0	212	206		-	-	-	-
Social Studies									
Academic Readiness - Did Not Meet	99	0	107	125		42.86%	0.00%	51.20%	60.98%
Academic Readiness - Approaches	132	0	102	80		57.14%	0.00%	48.80%	39.02%
Academic Readiness - Meets	49	0	40	28		21.21%	0.00%	19.14%	13.66%
Academic Readiness - Masters	20	0	16	14		8.66%	0.00%	7.66%	6.83%
Total Tested (Non-Duplicate Count)	231	0	209	205		-	-	-	-
Science									
Academic Readiness - Did Not Meet	73	0	96	105		31.47%	0.00%	46.38%	51.72%
Academic Readiness - Approaches	159	0	111	98		68.53%	0.00%	53.62%	48.28%
Academic Readiness - Meets	85	0	55	46		36.64%	0.00%	26.57%	22.66%
Academic Readiness - Masters	34	0	20	17		14.66%	0.00%	9.66%	8.37%
Total Tested (Non-Duplicate Count)	232	0	207	203		-	-	-	-

Progress Monitoring using STAR 360 for the 2022-2023 School Year Results per grade level:

**STAR 360 8th grade Results:**

Math BOY vs MOY	8th	SGP Change	Reading BOY vs EOY	8th	SGP Change
Increase	33%	38%	Increase	11%	32%
Decrease	11%	62%	Decrease	20%	68%
Same	27%		Same	47%	
Total:	237	167	Total:	237	176
Math BOY vs EOY	8th	SGP Change	Reading BOY vs EOY	8th	SGP Change
Increase	22%	43%	Increase	18%	43%
Decrease	11%	57%	Decrease	19%	57%
Same	37%		Same	48%	
Total:	161	162	Total:	168	168

**STAR 360 7th grade Results:**

Math BOY vs MOY	7th	SGP Change	Reading BOY vs MOY	7th	SGP Change
Increase	16%	41%	Increase	11%	43%
Decrease	15%	59%	Decrease	32%	57%
Same	53%		Same	56%	
Total # of students	254	208	Total # of students	254	208
Math BOY vs EOY	7th	SGP Change	Reading BOY vs EOY	7th	SGP Change
Increase	18%	46%	Increase	12%	39%
Decrease	9%	54%	Decrease	21%	61%
Same	55%		Same	48%	
Total # of students	195	195	Total # of students	195	185

**STAR 360 6th grade Results:**

Math BOY vs MOY	6th	SGP Change	Reading BOY vs MOY	6th	SGP Change
Increase	14%	32%	Increase	11%	25%
Decrease	12%	68%	Decrease	22%	75%
Same	57%		Same	70%	

Math BOY vs MOY	6th	SGP Change	Reading BOY vs MOY	6th	SGP Change
Total # of students	228	151	Total # of students	228	190
Math BOY vs EOY	6th	SGP Change	Reading BOY vs EOY	6th	SGP Change
Increase	10%	25%	Increase	7%	21%
Decrease	17%	75%	Decrease	31%	79%
Same	57%		Same	48%	
Total # of students	178	178	Total # of students	172	172

TELPAS:

2023 TELPAS results will be updated August 2023.

### 2023 TELPAS Results

For the 2022-2023 school year WVMS had a total of 714 students with 49.1% that were identified as English language learners. The campus had a total of 267 students that participated in the TELPAS assessment. WMS did not meet the target of 44% for English Language Proficiency. WVMS progress rate for the 22-23 school year is 35%.

TELPAS Composite Rating - Current 6th Grade - 03/2023			
Beginning	Intermediate	Advanced	Adv High
8%	43%	35%	13%
TELPAS Composite Rating - Current 7th Grade - 03/2023			
Beginning	Intermediate	Advanced	Adv High
16%	31%	44%	8%
TELPAS Composite Rating - Current 8th Grade - 03/2023			
Beginning	Intermediate	Advanced	Advanced High
1%	37%	41%	20%

TELPAS PROGRESS MEASURE				
Current Grade	submitted	matched	% progressed	# Students Progressed
6	113	92	24%	22
7	104	56	34%	19



TELPAS PROGRESS MEASURE				
8	80	45	44%	20
6-8	297	193	34%	61

2023 Accountability Results will be updated Fall of 2023.

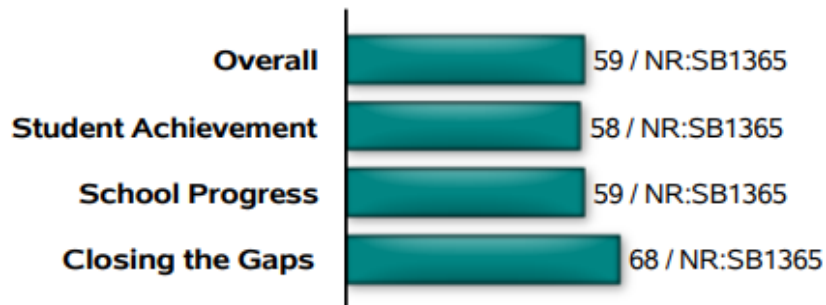
2022 Accountability Results

## Accountability Rating

**Not  
Rated**

WESTVIEW MIDDLE is not rated. To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for WESTVIEW MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**WESTVIEW MIDDLE (227904042) - PFLUGERVILLE ISD - TRAVIS COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>59</b>	<b>Not Rated: Senate Bill 1365</b>
<b>Student Achievement</b>		<b>58</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	30	58	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>59</b>	<b>Not Rated: Senate Bill 1365</b>
Academic Growth	61	59	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 76.3%)	30	59	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>26</b>	<b>68</b>	<b>Not Rated: Senate Bill 1365</b>

2022 Accountability Domain 1: Student Achievement

**2022 STAAR Performance**  
**WESTVIEW MIDDLE (227904042) - PFLUGERVILLE ISD - TRAVIS COUNTY**

## Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	595	601	183	185	1,564	
Approaches GL or Above	375	293	90	75	833	53%
Meets GL or Above	206	106	47	28	387	25%
Masters GL	106	37	18	15	176	11%
Total Percentage Points						89%
<b>Component Score</b>						<b>30</b>

2022 Accountability Domain 2: School Progress, Academic Growth

Texas Education Agency

**2022 Academic Growth**

**WESTVIEW MIDDLE (227904042) - PFLUGERVILLE ISD - TRAVIS COUNTY**

### Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
<b>Both Subjects</b>	306	0.0	70	35.0	490	490.0	525.0	866	61
<b>Reading / ELA</b>	114	0.0	27	13.5	276	276.0	289.5	417	69
<b>Mathematics</b>	192	0.0	43	21.5	214	214.0	235.5	449	52

2022 Accountability Domain 3: Closing the Gaps Summary

(the full Closing the Gaps report showing all targets that were met and missed by student group is included in the addendums to this plan)

Texas Education Agency  
**2022 Closing the Gaps**  
**WESTVIEW MIDDLE (227904042) - PFLUGERVILLE ISD - TRAVIS COUNTY**

**Calculation Report**

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	2	20	10%	30%	3.0
Growth Status	9	20	45%	50%	22.5
ELP Status	0	1	0%	10%	0.0
Student Success Status	0	11	0%	10%	0.0
<b>Closing the Gaps Score</b>					<b>26</b>

**Student Learning Strengths**

ELA Reading

- Our 2022-2023 STAAR Reading data indicates that students in 6th grade improved at the Accomplish level (increased from 50% to 57% from the prior year), and the Meets performance also increased from 2021-2022 to 2022-2023 by 2% points (24% to 26%).
- Approaches performance improved for Economically Disadvantaged students in 6th grade (54% in spring 2021 to 62% in spring 2023 at the Approaches level)

Math

- Math STAAR performance improved at the Approaches level for all three grade levels - 6th grade increased by 2%, 7th grade improved by 4%, and 8th grade improved by 8%.
- 8th Grade Math improved in two levels (Approaches by 8% and Masters by 1%) and remained constant at the Meets levels. There were no drops in performance for 8th grade.
- Similarly, 7th Grade math improved in two levels (Approaches by 4% and Meets by 3%). Masters remained constant at 1%.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR performance data across all grade levels indicates that learning achievement gaps among identified student populations. **Root Cause:** Tier I, II, and III intervention needs refinement to address student learning gaps and support student growth.

**Problem Statement 2 (Prioritized):** Students do not have consistent accessibility to the content needing to be mastered. The staff member assigned to cover classes may not be adequately prepared in all needs they address. **Root Cause:** The inconsistencies of who and how specific content is delivered negatively influenced student academic growth and ownership of their learning.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment

PFISD uses Year At a Glance (YAG), Vertical Alignment, Rubrics, Horizontal Alignment and Units of Study locally developed.

In order to support Academic Gaps for the 23-24 School Year and meet the HB4545 and HB1416 requirements for Accelerated Instruction, our students will participate in mandatory tutorials, small group instruction during Advisory, and Saturday School. In addition, students will receive accelerated instruction through various online resources that will track their progress. Data is used to strategically ensure students receive small group intervention, and groups are differentiated to focus on targeted skills that are monitored.

For the 23-24 school year WMS will implement the PFISD Literacy Plan and continue to use the strategic instructional model strategies for instructional purposes. This campus initiative helps students make connections to complex concepts. Teachers will continue to take part in structured Professional Learning Communities (PLC) with the support of Instructional Coaches and campus administrators. The current instructional practices were recommended based on our Texas Academic Performance Report (TAPR) data and Instructional Leadership Team (ILT) recommendation.

Common assessments for Math, ELA, Science, and Social Studies are developed and results are analyzed through Professional Learning Communities (PLC). The process continues to include assessment blueprints that are written with the input from teachers and District instructional support team to include a focus on selected critical standards. The assessments are written at the campus level by the content teachers. Each department works with the District Instruction Team following common assessments to complete a data analysis form and create an action plan to address areas of concern. This process goes through the Data Review Protocol process: To review campus results of an assessment, identify SEs of concern and create an action plan to address the SE(s). Grade level teachers meet in PLCs on a daily basis to collaborate using the Backwards Design process. This includes planning for misconceptions in the unit about to be taught in order to meet the needs of all learners, as well as completing an ER reflection to identify areas of concern over the material assessed - in order to adjust their curriculum and/or instruction. Teachers also use this time to enhance their lessons through the Lesson Frame/Plan Showcase that will allow for Strategic Instruction Model (SIM) strategies integration and help them to teach strategically and allow for all students the opportunity to learn.

Quarterly 9-week assessments are created by a committee for the district composed of teachers and Instructional Coaches. These 9-week assessments are currently created for all STAAR tested subjects.

WMS continues to have several tiers of student intervention based on data from assessments for intervention handled through Advisory, enrichment and intervention classes (such as Learning Strategies and Gaining Advancement Through Mathematics Enrichment (G.A.M.E.).

This year, through the collaboration and input of the Instructional Leadership Team (ILT) committee, we are focusing heavily on Small Group Instruction that is outlined in our Instructional Playbook. Small group instruction is expected to take place beyond intervention classes and advisory in that teachers will utilize small group instruction to provide more tiered intervention and academic support (enrichment and intervention) for students during the instructional period.

Professional development covered different campus and district initiatives. This year, all have been trained on Blended Learning, 7 Steps to a Language Rich Interactive Classroom, and secondary literacy rich environment. Teachers have continued to use our Instructional Playbook to enhance student learning and their delivery of instruction. As part of our vision and mission WMS has continued to have teachers deliver peer-to-peer professional development through Professional Learning Communities. We will continue with this approach, and continue to build the capacity for teacher leadership with regards to professional development. To ensure differentiated and scaffolded instructional strategies, professional development was provided for Character Strong, IXL, Formative Assessments, Summit K-12, StudySync, Agile Mind, Empowering Writing and language support strategies for English Language Learners.

In addition to the Instructional Leadership Team (ILT) and Campus Achievement Advisory Committee (CAAC), WMS also included the following committees: Positive Behavior Intervention and Supports (PBIS), Master Schedule, Instructional Playbook, Advancement Via Individual Determination (AVID), Professional Development and No Place for Hate.

## Staff Recruitment and Retention

For the 2023-2024, the campus had a total of 64 teachers, 3 administrators, 2 Counselors, 1 Instructional Coach, 2 Support Staff, 10 paraprofessionals, and 3 office staff.

Teacher ethnicity and gender of staff continue being similar as the previous year with no major change in the demographics of our faculty.

New teachers to the profession attended a year-long program provided by the district with a focus on campus and district processes and systems and explicit instruction. New teachers attended a campus level training prior to the year to ensure they have knowledge and understanding of campus academic initiatives. Second and third year teachers attend training as well. All teaching staff and instructional paraprofessionals at WMS are trained in Strategic Instructional Model (SIM), Small Group Purposeful Talk (SGPT), and Individual Education Plan (IEP) implementation.

WMS provides targeted professional development, which is driven by the needs identified through assessment data, T-TESS appraisals, walk-through reports, and feedback from staff/leadership. During Summer and Fall of 2023-2024, teachers were given discretion in their staff development selections and were encouraged to attend training opportunities during the summer as preparation for the upcoming 2023-2024 school year. Returning teachers have been training with Instructional Playbook strategies. These are all instructional strategies and professional development for differentiated and best practice. Examples of professional development that were provided over the course of the Summer and Fall of 2022-2023 include: AVID Training, Restorative Practices & Relationship Building, Dyslexia/Special Education accommodations, 7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students, and Instructional Playbook strategies. Professional Development was offered during back to school days at the beginning of the year, PLCs meetings and monthly department meetings.

Capacity was built through providing opportunities for teachers to be leaders. Examples of those opportunities at WMS include: Mentor Teacher, Department Head, ILT (Instructional Leadership Team), House Leaders, and Campus Achievement Advisory Committee (CAAC). In addition, teachers are encouraged and given opportunities to share their knowledge from training through peer-to-peer PD.

## School Organization

Student success at Westview was achieved through District support and Campus Support. The District supports the campus by providing District policies, guidance in curriculum and assessments, & funding for different programs. Furthermore, the Westview administrative staff supports the teachers and students through a strict adherence to the PFISD Code of Conduct; this assists in the facilitation of a safe and productive learning environment.

The school comprises eight instructional periods, one advisory period, three lunches are embedded into the schedule. Teachers are assigned 6 or 7 classes with one conference period for planning and a PLC period for tested subjects 5 days per week and non-tested subjects during grade level PLC once per week. The core departments at WMS are balanced with two teachers at each grade level for each of the core subjects; non-tested and elective conference periods are mostly scheduled such that each department teacher per grade-level content area/elective has common planning periods to maximize interaction and alignment. Electives have one conference period. Grade levels have a common PLC period. Planning partners have common conference periods.

The number of enrichment classes for Math & English Language Arts (ELA) are based on need presented in the State of Texas Assessments of Academic Readiness, (STAAR) data. Students who are Special Education (SPED) or English Learner (EL) are in classes with additional ESL teachers to meet their needs and places with an experienced content teacher. Intervention classes for ELA and Math have been added to the master schedule to directly assist students who have shown consistent low literacy levels across grade levels. Electives are filled based on student preference.

Students are placed in Gaining Advancement Through Mathematics Enrichment (G.A.M.E.) and/or Learning Strategies classes if they have failed state standardized testing in Reading and/or Math. Saturday School is used throughout the school year before State of Texas Assessments of Academic Readiness, (STAAR) testing in order to provide additional instruction for students who are approaching the next STAAR Progress Tier.

The school works on a department structure with department heads for each of the core areas, special education, and electives. These department heads meet with the principal and gather data to be disseminated to their departments. A priority this year would be for departments to continue to meet on a monthly basis before or after school for information and instructional planning. In addition, WMS has established a Grade Level Team structure to discuss student progress as grade level and address the needs of the students based on

Teaming.

## Technology

PFISD supports the fidelity of use of technology to enhance learning and collaboration. WMS continues to function with strategies, and curriculum that require daily technology integration into the classroom as well as more resources and training for teachers to support campus and remote learners. WMS has hardware and software used by staff and students daily to enhance and promote classroom instruction and day-to-day routines for learning. Currently, WMS utilizes three computer carts, document cameras, LCD Smart projectors (ceiling mounted), graphing calculators, robot devices, and 2 Swivels.

WMS continues using Screeners in the areas of math and reading. These screeners support the implementation of Learning Strategies, IXL, STAR 360 Assessment, and Instructional Playbook Strategies support. For the 23-24 school year the Star 360 (Renaissance) screener is a data point for the progression of student academic growth.

WMS will continue to focus on increasing training and technology resources. As the use of technology in the classroom is evolving and increasing, it is necessary to continue providing ongoing training as well as instructional technology support personnel, students, and parents.

## Community Partnerships

Westview Middle School partners with Costco, H-E-B, Bill Miller Restaurant, RBFCU Credit Union, Horace Mann Financial, Kona Ice, Jason's Deli, Andy's Frozen Custard, Domino's and Starbucks.

## School Processes & Programs Strengths

### Curriculum, Instruction, and Assessment

- Common Assessment process including teacher-created blueprints, assessment writing teams by grade level department, and teacher data analysis through PLC
- Intervention process including “Advisory” Interventions
- Newcomers (students who have been in the United States for less than a year) to the campus currently take a block class known as *Literacy Workshop* to assist students in gaining the academic skills needed to be successful with the English language taught in their classes.

Staff participate in school safety and monitoring of students during each transition period throughout the day. Staff also are assigned duty locations during morning arrival, at lunch time, and at the end of the school day to ensure students are monitored and supervised by staff.

Positive Behavior Intervention and Supports (PBIS) Implementation, incentives for positive performance, Social-Emotional Learning (SEL) initiatives, Incident Report, Student Recognition (PBIS and All A and A/B honor roll), Staff Recognition (weekly Kudos, Spirit awards) are in place to reward teachers and students for accomplishments during the school year. Additionally, we implement Restorative Practices to build positive relationships with students and amongst staff. This includes staff participating in Getting to Know You Circles, 60-second relate breaks, Treatment Agreements. and 2-minute sparks during Professional Development and staff meetings in order to become familiar with these practices that they use in their own classrooms. We also focus on being visible and greeting students at the door.

### Staff Recruitment and Retention

- Opportunities for staff members to connect outside of a structured work environment such as Positive Behavior Intervention and Supports (PBIS), luncheons, a teacher reward system, Wildcat Spirit Award, Wildcat Spirit Pack, Weekly Kudos from administration and team-building activities during each faculty meeting are consistently implemented

during the school year.

- Campus access to social media, campus website, and campus marquee
- Teacher leadership and opportunities to participate in curriculum and instructional development is ongoing. Teachers have opportunities to participate in CAAC, PTO, IPT, AVID, and PBIS committees to provide input designed to improve campus instructional processes and school climate.

### **School Organization**

- Strong identification and intervention process for ELA and Math targeting students in need of assistance through data analysis in PLCs and student progress indicators facilitated by Instructional Leadership Team.
- Implementation of *Zeros are not Permitted* (ZAP). This intervention supports students in need of academic assistance during lunch and after school tutorials.
- Opportunities for students to connect with personal interests and build relationships with staff members through virtual clubs sponsored by our WMS teachers/staff.

### **Technology**

- WMS teachers and staff have received training on various blended learning technologies/software, such as Agile Minds, Brain Pop, and various other education software as well as CANVAS
- Use of Renaissance Star Reading/Math, Gizmos, Freckle, and other education software
- 100% of intervention classes are equipped with technology accesses and intervention software.
- Library increased book access for students through Sora, which is a library technology system where students are able to access online books of interest.
- Eduphoria access as a progress monitoring tool used in PLC data talks.
- Facebook, Wildcat Newsletter (SMORE) and campus website are used to communicate upcoming events as well as the WMS Parent Newsletter.

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

**Problem Statement 1 (Prioritized):** Due to a rise mental health crisis among our youth, there continues to be an increase of students with social and emotional needs. **Root Cause:** Outside sources such lack of coping skills, increase in social media usage, family trauma, and academic pressure has greatly impacted the collective needs of the campus related to academic progress.

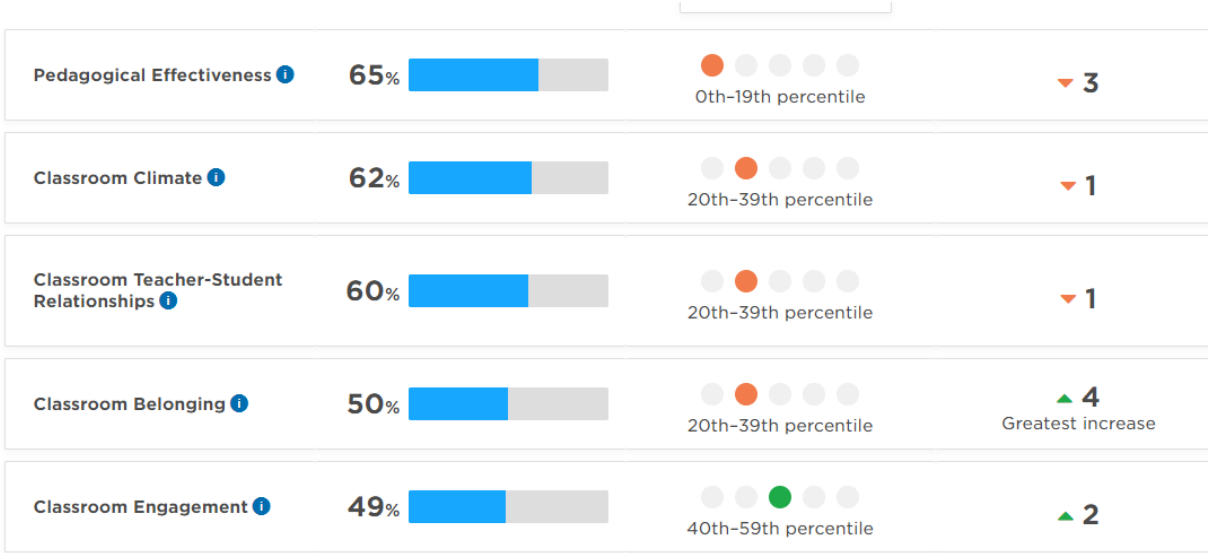


# Perceptions

## Perceptions Summary

### Campus Climate Survey

The 2023 Panorama Student survey results:



The 2023 Panorama Parent Engagement Survey Results:

According to the Westview Middle School 2021-2022 Upbeat Campus Climate survey, the category of Principal Leadership (Teacher Evaluation) received high positive responses (78%). The category of Appreciation received the highest positive gains of +11.5 at a level commensurate with the district.

### WMS 2021-2022 UPBEAT CAMPUS CLIMATE

Domain	POSITIVE Blue	NEUTRAL Gray	NEGATIVE Red	Increase/Decrease
Principal Leadership (Teacher Evaluation)	78	0	22	+6.4
Principal/Teacher Trust	77	0	23	+3.4
Instructional Leadership	71	0	29	-5
High Quality Professional Development	57	0	43	-14
School Safety and Order	67	3	30	-11

### Disciplinary Referrals

According to Skyward and On Datasuite, the referral data for the 2022-2023 school year is as follows: 258 referrals from the Hispanic student group, 172 referrals from the African-American student groups. Among the other student groups who received referrals: 23 for the White student group, 10 for the Asian student group and 15 for the multi-race student group. There were more referrals issued to males (384) vs. females (203). There were a total of 449 referrals during the 2022-2023 school year. This was a decrease in referrals compared to the previous year's referrals. There was a significant decrease in referrals from the following student groups: Hispanic and African American students. There was a decrease in the number of males that received referrals for the 2022-2023 school year.

Staff and the leadership team contribute to setting high expectations for students aimed at maintaining a healthy campus culture and climate as well as having a strong positive behavior support team in place. The Character Strong curriculum and the addition of Restorative Practices and Trauma Informed Practices were set in place to assist students with making positive decisions. We have a positive and dedicated faculty who puts forth the extra effort so that all students are successful. We believe in our Mission and Vision by taking responsibility for every student and their learning.

Westview's leadership team takes pride in the healthy student and staff climate that is cultivated each day. We consider the diverse population of students and staff on our campus a major asset and strength. Westview provides an inclusive atmosphere that becomes apparent from the moment individuals enter our building. We have a strong Positive Behavior Support that exists to provide a proactive approach to our campus that promotes positive behaviors for students and staff and school safety. Our PTO compliments our staff by helping us continue fostering positive relationships with our community and student population.

This year, there was an over representation of Hispanic and African- American students who received discipline referrals compared to other student ethnic groups. 258 referrals were written for Hispanic students and 172 were written for African American students 2022-2023.

- Total 258 Hispanic Students who received referrals in 2022-2023
- Total 23 White Students who received referrals in 2022-2023
- Total 10 Asian Students who received referrals in 2022-2023
- Total 172 African American Students who received referrals in 2022-2023

### Student Attendance Rates

WMS enrollment and attendance increased throughout the school year but there is still room for improvement.

Westview Middle School's campus procedures for attendance are as follows:

- 1x 9 week attendance specialist runs student attendance
- Students with excessive absences are identified and district attendance procedures are followed

Campus Average = 90.40% (Total Average includes students on campus and DAEP)

## Perceptions Strengths

### Strengths:

According to the 2022-2023 Upbeat Staff Survey, 77% respondents indicate that the principal develops trust with staff, and 71% of respondents reported that there is an instructional focus at WMS. There is a continued focus on providing high quality professional development as this had the largest drop (-14%) and was our lowest domain at 57%.

According to the 2023 Panorama Student Survey, WMS had a 4% increase for Classroom Climate with a 50%.

According to the 2023 Panorama Family Survey, WMS had a 1% increase in the area of School Safety with 60%.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The referral data for the 2022-2023 school year continues to shows that Hispanic and African American students disproportionately receive a higher number of referrals than other student populations. **Root Cause:** There is a focus on being responsive to our students and building positive relationships. Furthermore, positive reward systems were needed to highlight positive behaviors and recognize student progress.

**Problem Statement 2 (Prioritized):** According to the Panorama Student and Family Survey, both reflect a need to increase student engagement at 47% and barriers to engagement at 76% that have contributed to the education gap, which is a continual result of the COVID challenges. **Root Cause:** Due to the current global pandemic, high student mobility rates, and Virtual/On-Campus learning students' attendance has not been consistent throughout the school year for each grading period.

# Priority Problem Statements

**Problem Statement 1:** Our current campus student population currently reflects a high percentage (46%) of low socio-economic status families in our area. Additionally, our campus has 49% of students that are identified as Emergent Bilingual. Additionally, there continues to be a high need for coaching and training of our faculty and staff to support instruction.

**Root Cause 1:** Immediate basic needs due to family hardships contributes to the learning gaps and instructional support from home. In addition, there is a need for ongoing training on instructional practices and interventions that support a diverse group of learners.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Due to a rise mental health crisis among our youth, there continues to be an increase of students with social and emotional needs.

**Root Cause 2:** Outside sources such lack of coping skills, increase in social media usage, family trauma, and academic pressure has greatly impacted the collective needs of the campus related to academic progress.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** The referral data for the 2022-2023 school year continues to shows that Hispanic and African American students disproportionately receive a higher number of referrals than other student populations.

**Root Cause 3:** There is a focus on being responsive to our students and building positive relationships. Furthermore, positive reward systems were needed to highlight positive behaviors and recognize student progress.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** According to the Panorama Student and Family Survey, both reflect a need to increase student engagement at 47% and barriers to engagement at 76% that have contributed to the education gap, which is a continual result of the COVID challenges.

**Root Cause 4:** Due to the current global pandemic, high student mobility rates, and Virtual/On-Campus learning students' attendance has not been consistent throughout the school year for each grading period.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** STAAR performance data across all grade levels indicates that learning achievement gaps among identified student populations.

**Root Cause 5:** Tier I, II, and III intervention needs refinement to address student learning gaps and support student growth.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students do not have consistent accessibility to the content needing to be mastered. The staff member assigned to cover classes may not be adequately prepared in all needs they address.

**Root Cause 6:** The inconsistencies of who and how specific content is delivered negatively influenced student academic growth and ownership of their learning.

**Problem Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** PfISD will recruit, support, and retain teachers and principals.

**Performance Objective 1:** Westview MS will retain at least 75% of our Highly Effective Teachers for the 2023-2024 school year.

**Evaluation Data Sources:** Total number of Returning Teachers/Staff and HR Staff data;  
Use of Upbeat survey data

**Goal 1:** PfISD will recruit, support, and retain teachers and principals.

**Performance Objective 2:** Over the course of the 2023-2024 school year, Westview MS will actively recruit, support, and retain a more diverse staff population to more closely represent our student population as open positions become available.

**Evaluation Data Sources:** Total number of Returning Teachers/Staff and HR Staff data/Participation at Job Fairs

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 1:** By June 2024, STAAR reading results will increase by 15% at Approaches Grade Level, 10% at Meets Grade Level, and 10% at Masters Level with an increase in Academic Growth in reading of 10% for all students and across all student groups compared to the prior year. All student groups will meet the targets for Reading performance in the Closing the Gaps domain.

**Evaluation Data Sources:** 2024 STAAR Reading results, Fall/Spring DFAs, Unit Common Assessments, Progress Monitoring with Formative Assessments; Accountability Domain 3 Closing the Gap indicators

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 2:** By June 2024, STAAR math results will increase by 18% at Approaches Grade Level, 10% at Meets Grade Level, and 10% at Masters Level with an increase in Academic Growth in math of 10% for all students and across all student groups compared to the prior year. All students will meet targets for Math performance in the Closing the Gaps domain.

**Evaluation Data Sources:** 2024 STAAR Math results, District 9-week assessments, Unit Common Assessments, Progress Monitoring with Formative Assessments; Accountability Domain 3 Closing the Gap indicators

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 3:** By June 2024, STAAR Science results will increase by 20% at Approaches Grade Level, 10% at Meets Grade Level, and 10% at Masters Level with an increase in Academic Growth in reading of 10% for all students and across all student groups compared to the prior year.

**Evaluation Data Sources:** 2024 STAAR Science results, District 9-week assessments, Unit Common Assessments, Progress Monitoring with Formative Assessments

**Goal 2:** PfISD will build a foundation of reading and math.

**Performance Objective 4:** By June 2024, STAAR Social Studies results will increase by 25% at Approaches Grade Level, 10% at Meets Grade Level, and 12% at Masters Level with an increase in Academic Growth in reading of 10% for all students and across all student groups compared to the prior year.

**Evaluation Data Sources:** 2024 STAAR Social Studies results, District 9-week assessments, Unit Common Assessments, Progress Monitoring with Formative Assessments

**Goal 3:** PfISD will connect high school to career and college.

**Performance Objective 1:** During the 2023-2024 school year, Masters Grade Level results will increase by 10% on all subject area STAAR assessments (math, RLA, science, social studies), across all student groups compared to the prior year.

**Evaluation Data Sources:** 2024 STAAR results at Masters Grade Level performance for:  
6th Grade Reading and Math  
7th Grade Reading, Math  
8th Grade Reading, Math, Science and Social Studies  
Algebra I EOC

**Goal 3:** PfISD will connect high school to career and college.

**Performance Objective 2:** During the 2023-2024 school year, Westview MS will increase the number of students enrolling in advanced courses by 3% by recruiting students, who performed at the Meets and Masters levels on STAAR tests.

**Evaluation Data Sources:** Analysis of Masters level STAAR performance will determine the effect of the correlation between traditional teaching strategies.

**Goal 3:** PfISD will connect high school to career and college.



**Performance Objective 3:** During the 2023-2024 school year, 100% of students grades 6-8 will be guided through the SchoolLinks onboarding process where they will have access to college and career lessons and development, mapping their future pathway, and having realistic points of view for academic expectations for future needs.

**Evaluation Data Sources:** SchoolLinks provides real-time data

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 1:** Westview MS will reduce the number of disciplinary removals (placements or suspensions) by 5% in 2023-2024 compared to the 2022-2023 school year through the implementation of PBIS, No Place for Hate Lessons, Restorative Practices initiatives.

**Evaluation Data Sources:** PBIS strategies and rewards system;  
Reports showing annual ISS placement days and/or OSS in comparison with previous year;  
Restorative Practices strategies through observations and walk-throughs

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** Throughout the 2023-2024 school year, WMS will implement Coordinated School Health including Social Emotional Learning programs to promote the well-rounded health education for all students, leading to a 95% attendance rate.

**Evaluation Data Sources:** FitnessGram results will show an increase of 8% across all areas;  
Attendance rates;  
Student and parent Panorama survey results will show that most of the students (between 85% agree or strongly agree) that WMS provides varied opportunities for them to participate in extracurricular activities such as clubs, athletics, and service community programs.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** During 2023-2024, to support a positive culture and climate, Westview Middle will increase parental and community engagement by 25% through a variety of family outreach events.

**Evaluation Data Sources:** School Parent climate surveys, Volunteer participation and sign-in rosters from after school Family Events in comparison to last year.

# Addendums

## **Policies, Procedures, and Requirements**

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)