Westwood Independent School District

Westwood Primary

Accountability Rating: D

2026-2027 Campus Improvement Plan

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Mission Statement

Westwood Primary teachers and staff will work in collaboration with parents and community members to provide rigorous learning opportunities, support, resources, and guidance for all students. It is our mission to ready all students to become productive community members who will give back to the community and the next generation.

Vision

Westwood Primary will strive to provide a safe, child-centered learning environment created in partnership with our families, the school, and the community to enable our students to become lifelong learners.

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 17

Support Systems and Other Data 18

Goals 19

Goal 1 : Westwood Primary School will maintain high expectations and deliver rigor... 20

Goal 2 : Westwood Primary School will recruit, support, and retain 100% state-certi... 24

Goal 3 : Parents, families, and community members will be active, empowered part... 26

Goal 4 : Westwood Primary School will build foundational academic, behavioral, an... 28

Goal Tables 30

RDA Strategies 31

Targeted Support Strategies 31

Additional Targeted Support Strategies 31

State Compensatory Education 33

Budget for Westwood Primary 34

Personnel for Westwood Primary 34

Title I Summary 35

Title I Personnel 36

Funding Summary 37

211 Title I, Part A 38

255 Title II, Part A, TPTR 38

289 Title IV, SSAEP 38

Policies, Procedures, and Requirements 39

Addendums 41

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The Comprehensive Needs Assessment (CNA) for the 2026–2027 Campus Improvement Plan at Westwood Primary School synthesizes quantitative achievement trends, operational processes, demographic profile data, and stakeholder perception metrics across all Pre-K through 2nd-grade classrooms. Anchored in Bernhardt's Multiple Measures of Data and aligned with the *WPS Campus Instructional Playbook*, this evaluation highlights a campus grounded in strong foundational growth, high family trust, stable attendance, and proactive PBIS behavior frameworks. Core academic instruction is supported by 100% state-certified primary teachers utilizing High-Quality Instructional Materials (HQIM)—specifically Bluebonnet RLA and Math—complemented by Zearn for personalized math acceleration and NWEA MAP/CLI Circle for continuous progress monitoring.

Despite these foundational strengths, the CNA reveals critical improvement targets across academic, process, and culture domains. Primary focus areas include closing subgroup growth gaps for Economically Disadvantaged and Emergent Bilingual learners, strengthening 2nd-grade instructional reading comprehension, and establishing consistent MTSS progress monitoring workflows. Additionally, organizational data emphasizes the urgent need for streamlined coaching and induction protocols to support the campus's high proportion of early-career, alternatively certified teachers, while expanding targeted bilingual academic outreach to ensure all families are empowered as active partners in student learning.

Demographics

Summary

Westwood Primary School serves a vibrant, diverse early-childhood population of 381 students in Pre-Kindergarten through 2nd Grade, reflecting a rich mix of cultural and socioeconomic backgrounds. Student demographics across the campus include a substantial Hispanic population (approx. 42%), White (approx. 36%), African American (approx. 14%), Two or More Races (approx. 7%), and Asian (approx. 1%). A significant portion of the student body is designated as Economically Disadvantaged (approx. 72–75%), with approximately 18% categorized as Emergent Bilinguals (EB/EL). Specialized instructional programming supports a wide range of learning needs, with approximately 11–13% of students enrolled in Special Education services and 3–5% identified for Gifted and Talented (GT) services, alongside dedicated Tier 2 and Tier 3 MTSS interventions. Student mobility remains stable, and the campus maintains a strong, consistent student attendance rate exceeding 93%

The campus instructional and support team is composed of dedicated educators, specialized paraprofessionals, and experienced administrators focused on early literacy and numeracy. Westwood Primary maintains favorable teacher-to-student ratios (averaging 1:18 to 1:20 in core K–2 classrooms), ensuring personalized instruction and strong small-group differentiation. Core academic classes are 100% taught by state-certified teachers, and 100% of instructional paraprofessionals meet rigorous ESSA qualification standards. The faculty brings deep instructional expertise, averaging over 11 years of total teaching experience, with nearly 20% holding Master's degrees. While a high proportion of early-grade core teachers (3 of 5 Kindergarten and 4 of 5 1st-grade teachers) enter through alternative certification routes, they are supported by an intensive campus coaching framework, mentor teachers, and weekly PLCs. Positive behavior intervention systems (PBIS), campus-wide social contracts, and structured de-escalation spaces keep major discipline referrals low, fostering a safe, collaborative school community deeply supported by local families and district stakeholders.

Strengths

Westwood Primary School serves a diverse early-childhood community of 381 Pre-K through 2nd-grade students with a strong foundation of inclusive programming and high academic standards. The student population represents a rich multicultural background—42% Hispanic, 36% White, 14% African American, 7% Two or More Races, and 1% Asian—with 72–75% designated as Economically Disadvantaged and 18% as Emergent Bilinguals. Tailored support systems serve specialized learning needs, including 11–13% in Special Education, 3–5% in Gifted and Talented, and comprehensive MTSS interventions across all grades. A strong campus culture and high family trust contribute to a stable student attendance rate exceeding 93%.

The instructional team brings deep expertise and professional stability to early childhood education, with faculty averaging over 11 years of total teaching experience and nearly 20% holding Master's degrees. Core academic classes are 100% taught by state-certified teachers, and 100% of instructional paraprofessionals meet ESSA qualification standards. Favorable teacher-to-student ratios (1:18 to 1:20 in core K–2 classrooms) allow for strong small-group differentiation, while proactive PBIS frameworks, classroom calm-down spaces, and the campus Sensory Room keep discipline referrals low across all grade levels.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A significant portion of entering students demonstrate substantial gaps in foundational language, vocabulary, and background knowledge, directly impacting early literacy and math acquisition.	83.3% of the student population comes from economically disadvantaged backgrounds, requiring more intensive Tier 1 vocabulary instruction, experiential learning opportunities, and enriched core instruction.

★ = Priority

Student Learning

Summary

At Westwood Primary School, student academic success is evaluated through early childhood diagnostic screeners, criterion-referenced progress monitoring tools, and adaptive benchmark assessments rather than STAAR testing, CCMR metrics, or high school completion rates. Academic performance across Pre-Kindergarten through 2nd Grade is systematically tracked using three primary measures: the **CLI Circle Progress Monitoring System** in Pre-K, **NWEA MAP Growth (Reading & Math)** in K–2, and lesson progress/mastery metrics within **Zearn Math**. Additionally, early literacy screeners and Texas Dyslexia Screeners administered at the End-of-Year (EOY) ensure early identification and targeted intervention for foundational reading acquisition.

Current campus benchmark trends demonstrate strong foundational gains alongside actionable areas for growth:

- **Pre-Kindergarten (CLI Circle):** Students show high mastery in social-emotional developmental observables and visual math discrimination. Beginning-of-Year (BOY) to Middle-of-Year (MOY) data highlights significant growth in Rapid Letter Naming and Phonological Awareness, though language production and vocabulary items continue to require structured linguistic scaffolds.
- **Kindergarten–2nd Grade Literacy (NWEA MAP RLA):** Kindergarten and 1st-grade students exhibit steady progress in print concepts and phonemic awareness. However, 2nd-grade benchmark trends reflect a drop in instructional passage comprehension and vocabulary in context when transitioning from foundational decoding to complex Bluebonnet RLA grade-level texts.
- **Kindergarten–2nd Grade Mathematics (NWEA MAP & Zearn):** Early-grade numeracy skills—such as counting, shape identification, and basic place value—are strong across K–1. Multi-step word problems and operational fluency in 2nd grade show variation, which aligns with the campus-wide transition to Zearn for personalized TEKS-aligned acceleration and targeted small-group re-teaching.
- **Special Populations & Interventions:** Students receiving Special Education services and Tier 3 MTSS support demonstrate positive individual growth trajectories on progress monitoring probes, though a gap remains between their achievement levels and campus Tier 1 grade-level benchmarks. Emergent Bilingual (EB) students achieve high growth in non-verbal math concepts but require sustained vocabulary and oral language scaffolds during core literacy instruction. Campus retention rates remain under 1%, reflecting effective MTSS early-intervention processes.

Strengths

Westwood Primary School demonstrates strong foundational academic growth across early childhood grade levels, driven by systematic progress monitoring and targeted Tier 2/Tier 3 interventions. Pre-Kindergarten students show high mastery rates on CLI Circle benchmarks, particularly in social-emotional development, spatial math concepts, and phonological awareness. In K–2, NWEA MAP Reading and Math growth trajectories reflect consistent gains in foundational skills—such as early decoding, print concepts, and basic numeracy—supported by daily small-group differentiation and the active integration of Zearn Math for personalized TEKS-aligned acceleration.

Students receiving specialized support, including those in Special Education and intensive MTSS intervention, show positive individual growth on routine progress monitoring probes. Additionally, Emergent Bilingual (EB) learners demonstrate strong conceptual understanding in non-verbal mathematics and visual reasoning. Campus retention rates remain consistently under 1%, highlighting the effectiveness of proactive early intervention frameworks, structured progress monitoring, and small-group instructional alignment across all grade levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	A significant portion of entering students demonstrate substantial gaps in foundational language, vocabulary, and background knowledge, directly impacting early literacy and math acquisition.	83.3% of the student population comes from economically disadvantaged backgrounds, requiring more intensive Tier 1 vocabulary instruction, experiential learning opportunities, and enriched core instruction.
2	Students entering Kindergarten without prior Pre-Kindergarten or formal early childhood education exhibit significant skill gaps in foundational literacy and numeracy compared to their Pre-K-attending peers.	Limited community awareness regarding the long-term academic impact of Pre-K enrollment, combined with a lack of early diagnostic screening and targeted home-learning transition supports prior to Kindergarten entry.
3	A persistent achievement gap remains on foundational literacy and math benchmarks between overall campus averages and targeted subgroups--specifically Economically Disadvantaged, Emergent Bilingual (6.3%), Special Education, and Tier 3 MTSS learners.	Differentiated Tier 1 linguistic accommodations (ELPS), multi-sensory MTSS intervention materials, and targeted small-group re-teaching strategies are not systematically integrated into daily Bluebonnet RLA literacy centers and core math blocks.

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School Processes & Programs

Summary

Westwood Primary School maintains a structured, highly coordinated operational and instructional model designed to optimize early-childhood learning, support educator growth, and foster transparent stakeholder communication. Core instruction across Pre-K through 2nd Grade is anchored in state-approved High-Quality Instructional Materials (HQIM), specifically Bluebonnet RLA and Math, complemented by Zearn for personalized, TEKS-aligned math acceleration and the NWEA MAP/CLI Circle assessment suite for continuous progress monitoring. Daily master schedules protect dedicated Tier 1 core instructional blocks, embed daily 15-minute SEL "Specials" blocks, and provide protected time for small-group MTSS academic and behavioral interventions. Physical safety, de-escalation, and classroom management processes are codified in the *WPS Campus Instructional Playbook*, linking classroom calm-down corners, a dedicated campus Sensory Room, and a centralized Paw Store for PBIS incentives.

Instructional quality and organizational governance are sustained through a multi-tiered leadership and communication network. Professional learning communities (PLCs) meet weekly to disaggregate benchmark data, plan HQIM lesson internalization, and calibrate instructional delivery. To support a high proportion of alternative certification teachers, the campus employs an intensive coaching framework featuring weekly observation-feedback cycles, tiering protocols, and peer observations. Schoolwide decision-making is shared across active committees, including the Instructional Leadership Team (ILT), MTSS Committee, Discipline Committee, Incentive Committee, and quarterly Campus Improvement Plan (CIP) stakeholders. Digital processes—managed via ParentSquare for family communications, digital tracking spreadsheets for MTSS and discipline, and 1-to-1 Chromebook carts in K–2 classrooms—ensure that administrative, technological, and support services operate seamlessly to advance campus performance goals.

Strengths

Westwood Primary School demonstrates strong organizational efficiency through well-established instructional frameworks, protected daily schedules, and proactive behavioral support systems. Instructional delivery is tightly aligned to state standards through full adoption of High-Quality Instructional Materials (HQIM)—specifically Bluebonnet RLA and Math—complemented by ZearZearn personalized math acceleration and NWEA MAP/CLI Circle for progress monitoring. The master schedule strictly safeguards Tier 1 core instruction while embedding daily 15-minute SEL instruction, protected MTSS intervention blocks, and weekly grade-level PLCs. Physical and emotional regulation frameworks are seamlessly integrated across the building through standardized operational procedures, classroom calm-down corners, a supervised Sensory Room, and a centralized Paw Store for PBIS incentives.

Instructional quality and campus governance are sustained through a multi-tiered coaching model and collaborative leadership structures. Guided by the *WPS Campus Instructional Playbook*, the administrative and instructional leadership teams maintain weekly observation-feedback cycles and tiertieringmeworks that provide targeted, real-time support for the campus's high proportion of alternative certification teachers. Shared decision-making is reinforced through active staff leadership committees—including the ILT, MTSS Committee, Discipline Committee, and Site Leadership Team—alongside quarterly CIP stakeholder reviews.

Behind daily instruction and governance, robust communication channels and digital infrastructure streamline operations across all grade levels. CampuswideCampus-wideromebook access in K–2 and dedicated iPad stations in Pre-K ensure seamless integration of digital learning tools. Family-school partnerships are systematically maintained through ParentSquareParentSquare communication, digital grade-level newsletters, transparent administrative data tracking, and regular climate feedback surveys, ensuring all programs and processes operate with high clarity and shared accountability.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Systematic documentation, tier movement tracking, and progress monitoring within the MTSS framework vary across grade levels, creating delays in targeted intervention delivery and inconsistent alignment between Tier 1 core instruction, Tier 2 small-group re-teaching, and Zearn digital acceleration.	Campus MTSS processes rely on disparate tracking spreadsheets without standardized 6-week review checkpoints, clear entry/exit decision-making matrices, or unified data-logging workflows across grade-level teams.
2	Students entering Kindergarten without prior Pre-Kindergarten or formal early childhood education exhibit significant skill gaps in foundational literacy and numeracy compared to their Pre-K-attending peers.	Limited community awareness regarding the long-term academic impact of Pre-K enrollment, combined with a lack of early diagnostic screening and targeted home-learning transition supports prior to Kindergarten entry.
3	A high concentration of core early-grade teachers (specifically 3 of 5 Kindergarten and 4 of 5 1st-grade teachers) enter through alternative certification pathways without formal student-teaching experience, leading to variable instructional delivery and classroom management fidelity across K-2.	Regional educator shortages necessitate hiring alternative certification candidates who require intensive, job-embedded coaching, structured lesson rehearsal, and foundational classroom management mentorship.
4	Mid-year staff survey feedback reflects heightened stress levels and heavy administrative workload perceptions among first- and second-year alternative certification teachers, threatening long-term teacher retention.	Competing requirements--including HQIM lesson internalization, extensive MTSS progress monitoring documentation, and alternative certification coursework--have been introduced without streamlined administrative workflows or protected collaborative planning time built into the work week.
5	Daily Tier 1 instruction across RLA and Mathematics varies in cognitive rigor, depth of TEKS alignment, and small-group scaffold execution across self-contained (K-1) and departmentalized (2nd) grade levels. This is evidenced by lower 2nd-grade passage comprehension performance on MAP RLA and gaps in multi-step math reasoning.	Core teachers--particularly those pursuing alternative certification--require protected, collaborative PLC time dedicated to daily HQIM (Bluebonnet RLA and Math) module internalization, annotating lesson plans, anticipating misconceptions, and modeling schema strategies, rather than focusing PLCs primarily on pacing logistics.

6	Formative, interim, and benchmark assessment data (NWEA MAP, iReady, CLI Circle, progress checks) are inconsistently translated into immediate Tier 1 classroom re-teaching scripts and responsive Tier 2/ Zearn intervention adjustments.	Grade-level PLC meetings have lacked a standardized Student Work Analysis Protocol (SWAP) and centralized data-tracking tools to systematically examine student work products and co-plan immediate, responsive re-teaching lessons following 6-week assessment windows.
7	While overall family participation in large-scale social and celebratory events (e.g., Grandfriends Lunch, Pre-K Sing-Along) is high, parent attendance at direct academic support workshops--specifically Title I meetings and home-learning literacy/math sessions--remains disproportionately low, leaving parents seeking clearer guidance on how to support daily Bluebonnet RLA literacy and Zearn math grow	Campus family events have historically prioritized social gatherings over interactive, bilingual academic workshops, while lacking flexible multi-modal attendance options (e.g., recorded digital micro-lessons, evening virtual options) tailored to working and Emergent Bilingual families.
8	The master schedule presents tight operational constraints, limiting the ability to deploy support staff, interventionists, or mentor teachers for push-in assistance, cross-grade peer observations, or real-time coaching without interrupting dedicated Tier 1 core instruction or protected MTSS intervention blocks.	Master scheduling prioritizes protected time blocks for core HQIM instruction and grade-level PLCs, but lacks flexible transition buffers, float coverage models, and release schedules for instructional leadership.
9	While daily operational routines (morning arrival, cafeteria transitions, 9:45 AM official attendance logging, and referral tracking) are established in the WPS Campus Instructional Playbook, fidelity of execution varies across classrooms, causing minor daily instructional time delays.	Administrative monitoring and on boarding routines have focused primarily on academic alignment, resulting in fewer operational audit walkthroughs and limited refresher training on daily classroom management routines for new and alternative certification staff.

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Perceptions

Summary

At Westwood Primary School, stakeholder perceptions—encompassing the values, beliefs, attitudes, and satisfaction levels of parents, staff, and students—provide vital qualitative context for evaluating overall campus effectiveness. Climate and culture feedback is systematically gathered through Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) parent and staff surveys, title-specific event feedback forms, Instructional Leadership Team (ILT) reflections, and student SEL self-check-ins during daily 15-minute guidance blocks.

- **Parent & Community Feedback:** Families consistently report high satisfaction regarding school safety, campus cleanliness, and the welcoming environment maintained by front-office and classroom staff. High attendance and positive sentiment are recorded for community-building and social events (e.g., Grandparents Day, Fall Festival, Pre-K Sing-Along). However, survey responses indicate a desire for clearer, more consistent communication regarding academic growth metrics, Bluebonnet HQIM curriculum expectations, and specific home-learning strategies for early literacy and Zearn math acceleration.
- **Staff Culture & Morale:** Staff surveys reflect strong internal alignment around the campus mission, positive peer collaboration within grade-level PLCs, and high appreciation for campus administrative visibility and PBIS frameworks (such as the Paw Store and Sensory Room). Conversely, qualitative feedback highlights staff burnout tied to balancing HQIM lesson internalization, intensive intervention documentation, and the steep learning curve for the campus's high proportion of alternative certification teachers.
- **Student Perceptions:** Early childhood students express strong feelings of safety, belonging, and trust toward their teachers. Campus PBIS self-assessments show high student engagement with classroom social contracts, calm-down corners, and visual behavior expectations, though structured peer interactions during unstructured times (recess, cafeteria) remain an area for continued social-emotional support.

Strengths

Westwood Primary School fosters a warm, welcoming, and inclusive campus climate characterized by strong parent trust, high student feelings of safety, and positive staff alignment around the school’s core mission. Parents consistently report high satisfaction with physical safety, front-office customer service, and community-building events, as evidenced by high family turnouts at social gatherings, seasonal celebrations, and Pre-K showcases. Students express a deep sense of belonging and connectedness to their teachers, supported by daily 15-minute SEL instruction, classroom social contracts, and visible PBIS frameworks like the Paw Store and Sensory Room.

Staff feedback highlights a collaborative and supportive internal culture, where grade-level PLCs foster strong peer relationships and collective efficacy. Teachers express strong appreciation for visible administrative leadership, approachable coaching, and clear behavior management systems. Furthermore, transparent two-way family communication through ParentSquare has strengthened school-to-home connections, ensuring families feel informed and valued as partners in their children’s early childhood education.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Mid-year staff survey feedback reflects heightened stress levels and heavy administrative workload perceptions among first- and second-year alternative certification teachers, threatening long-term teacher retention.	Competing requirements--including HQIM lesson internalization, extensive MTSS progress monitoring documentation, and alternative certification coursework--have been introduced without streamlined administrative workflows or protected collaborative planning time built into the work week.
2	While overall family participation in large-scale social and celebratory events (e.g., Grandfriends Lunch, Pre-K Sing-Along) is high, parent attendance at direct academic support workshops--specifically Title I meetings and home-learning literacy/math sessions--remains disproportionately low, leaving parents seeking clearer guidance on how to support daily Bluebonnet RLA literacy and Zearn math grow	Campus family events have historically prioritized social gatherings over interactive, bilingual academic workshops, while lacking flexible multi-modal attendance options (e.g., recorded digital micro-lessons, evening virtual options) tailored to working and Emergent Bilingual families.
3	Campus climate survey completion rates remain low overall (<35%), with disproportionately lower feedback representation from working families and Emergent Bilingual households, limiting the campus's ability to evaluate perception data across all demographic groups.	Survey administration relies heavily on digital distribution via ParentSquare without providing translated paper copies, dedicated on-campus survey kiosks during schoolwide events, or targeted personal outreach to represent the full student body.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Westwood Primary School will maintain high expectations and deliver rigorous, TEKS-aligned Tier 1 core instruction to ensure all students, including specialized subgroups, make continuous academic growth and meet or exceed early childhood readiness standards.

Performance Objective 1 ☑ High Priority

By May 2027, the percentage of Pre-K students demonstrating benchmark proficiency on the CLI Circle Phonological Awareness and Language domains will increase from baseline to 85%, and 75% or more of Kindergarten through 2nd-grade students will meet or exceed their Projected RLI Growth targets on the NWEA MAP Reading Screener / Bluebonnet progress measures.

Evaluation Data Source: CLI Circle Progress Monitoring (BOY/MOY/EOY), NWEA MAP Growth Reading, Bluebonnet RLA Module Checkpoints, mCLASS / TPRI Screeners.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement daily protected 120-minute Bluebonnet RLA literacy blocks across K-2, incorporating structured phonics, text-dependent questioning, and rich vocabulary exposure. Grade-level teams will utilize weekly PLC time to annotate daily scripts and pre-plan scaffolds.

Strategy's Expected Result/Impact: Increased passage comprehension, elevated text-level vocabulary, and improved EOY reading growth across all K-2 classrooms.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade-Level PLC Leads.

Funding Sources: 211 Title I, Part A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Design and execute 30-minute daily small-group guided reading and multi-sensory phonics acceleration blocks tailored to specific skill deficits identified in 3-week progress probes.

Strategy's Expected Result/Impact: Reduced percentage of students scoring in the "Well Below Grade Level" tier from 26% down to below 15% by EOY.

Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers, MTSS Interventionists.

Funding Sources: 211 Title I, Part A,

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, 75% or more of K-2 students will demonstrate grade-level proficiency on NWEA MAP Math benchmarks, with specific gains in multi-step word problem solving and conceptual fluency supported by Bluebonnet Math and Zearn acceleration.

Evaluation Data Source: NWEA MAP Math (BOY/MOY/EOY), Zearn Weekly Tower Completion & Progress Reports, Bluebonnet Math Unit Assessments.

Strategy 1

Incorporate daily 15-minute visual modeling routines (tape diagrams, number bonds, and word-problem schema instruction) into Tier 1 Bluebonnet Math core blocks across K-2.

Strategy's Expected Result/Impact: Enhanced mathematical discourse and significant score growth on multi-step reasoning items on NWEA MAP Math assessments.

Staff Responsible for Monitoring: Principal, Instructional Coach, K-2 Math Teachers.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2 ☑ Targeted Support Strategy

Design and execute 30-minute daily small-group guided reading and multi-sensory phonics

acceleration blocks tailored to specific skill deficits identified in 3-week progress probes.

Strategy's Expected Result/Impact: Reduced percentage of students scoring in the "Well Below Grade Level" tier from 26% down to below 15% by EOY.

Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers, MTSS Interventionists.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 3

By May 2027, Emergent Bilingual (EB), Economically Disadvantaged, and Special Education (ARD/MTSS) student groups will demonstrate a minimum 10% increase in growth scores on EOY reading and math benchmarks, narrowing the performance gap relative to campus averages.

Evaluation Data Source: TELPAS (Composite & Progress Scores), MTSS 6-Week Progress Monitoring Probes, NWEA MAP Subgroup Reports, ARD Progress Reports.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Embed explicit English Language Proficiency Standards (ELPS) strategies--including visual word walls, sentence frames, structured peer discourse, and total physical response (TPR)--into daily core HQIM RLA and Math lesson plans.

Strategy's Expected Result/Impact: Accelerated language acquisition, higher TELPAS composite rating growth, and improved benchmark performance among EB students.

Staff Responsible for Monitoring: Assistant Principal, ESL/Bilingual Lead Teacher, Core Teachers.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

Establish standardized 6-week MTSS data review checkpoints utilizing structured intervention kits and multi-sensory manipulative tools for Tier 3 MTSS and Special Education learners.

Strategy's Expected Result/Impact: Faster identification of learning needs, timely ARD/MTSS adjustments, and elevated baseline skill mastery among specialized subgroups.

Staff Responsible for Monitoring: MTSS Coordinator, Special Education Teachers, Campus Diagnostician.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 2

Westwood Primary School will recruit, support, and retain 100% state-certified, high-quality instructional staff and provide job-embedded professional development to foster continuous professional growth and instructional effectiveness.

Performance Objective 1

At Westwood Primary, 100% of core academic classes will be taught by appropriately certified teachers, and 100% of core instructional staff will complete HQIM (Bluebonnet/Zearn) module internalization and Science of Reading/RBIS training during weekly PLCs.

Evaluation Data Source: SBEC Teacher Certification Audits, Weekly PLC Internalization Artifacts/Lesson Plans, Walkthrough Reflection Logs

Strategy 1

All paraprofessionals will obtain their Educational Aide Certification through the State Board of Education in the 2026-2027 school year

Strategy's Expected Result/Impact: Students at Westwood Primary will receive quality education teachers and support staff that are highly qualified

Staff Responsible for Monitoring: Principal

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, 100% of first- and second-year alternative certification teachers will receive bi-weekly walkthrough feedback, job-embedded coaching, and designated peer modeling from lead mentors to improve classroom management and instructional delivery.

Evaluation Data Source: eSuite / Walkthrough Feedback Rubrics, Mentor-Mentee Observation Logs, ILT Bi-Weekly Coaching Tracker.

Strategy 1

Establish a flexible coverage schedule utilizing campus interventionists and leadership float personnel to release mentor teachers bi-weekly for peer observations, lesson modeling, and real-time coaching with alt-cert mentees.

Strategy's Expected Result/Impact: Rapid growth in classroom management fidelity, smoother instructional transitions, and accelerated on boarding for novice teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Lead Mentor Teachers.

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	May

Performance Objective 3

Maintain a staff retention rate of 85% or higher by streamlining administrative/MTSS documentation workflows and conducting monthly joint leadership walkthrough calibrations.

Evaluation Data Source: End-of-Year Campus Retention Data, Mid-Year/EOY Staff Climate Surveys, Monthly Leadership Calibration Audit Logs.

Strategy 1

Conduct monthly joint calibration walkthroughs alongside district leadership (DCSI) using a standardized rubric, while streamlining MTSS tracking forms into centralized digital sheets.

Strategy's Expected Result/Impact: Consistent, actionable feedback for teachers, reduced administrative burden, and improved overall staff morale and retention.

Staff Responsible for Monitoring: Principal, DCSI, Instructional Leadership Team (ILT).

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	February	May

Goal 3

Parents, families, and community members will be active, empowered partners in the academic, social, and emotional development of students at Westwood Primary School.

Performance Objective 1

By May 2027, campus leadership will host at least 2 bilingual, interactive Title I academic workshops (focused on home early literacy strategies and Zearn math navigation), increasing academic event family attendance by 20%.

Evaluation Data Source: Title I Event Sign-In Sheets (Bilingual), Parent Workshop Feedback Forms, ParentSquare Event Engagement Analytics.

Strategy 1

Host semester hands-on family nights where parents receive tangible home-learning kits (decodable books, math games) and live demonstrations on supporting Bluebonnet RLA and Zearn Math at home.

Strategy's Expected Result/Impact: Increased parent efficacy in supporting home learning and elevated student performance on baseline fluency tasks.

Staff Responsible for Monitoring: Assistant Principal, Title I Family Liaison, Instructional Coach.

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, campus climate survey completion rates across BOY, MOY, and EOY windows will increase to 50% or higher across all student demographics through multi-modal distribution strategies.

Evaluation Data Source: ParentSquare Survey Completion Reports, On-Campus Kiosk Logins, Paper Survey Collection Counts.

Strategy 1

Deploy translated digital surveys via ParentSquare, set up paper survey stations during school events, and provide bilingual survey kiosks during morning drop-off/dismissal.

Strategy's Expected Result/Impact: Equitable demographic representation in climate feedback and actionable parent perception data.

Staff Responsible for Monitoring: Principal, Campus Communications Lead, Front Office Staff.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal 4

Westwood Primary School will build foundational academic, behavioral, and attendance habits to ensure all students in Westwood Independent School District are on track to graduate on time and college, career, or military ready (CCMR).

Performance Objective 1

By May 2027, 80% of Kindergarten students entering from WISD Pre-K programs will score on or above benchmark on BOY diagnostic screeners, establishing early trajectory readiness for Grade 3 STAAR success and long-term graduation tracking.

Evaluation Data Source: Kindergarten BOY MAP/CLI Screeners, Pre-K EOY Exit Audits, WISD Early Childhood Articulation Minutes.

Strategy 1

Conduct semester vertical alignment meetings between Pre-K and Kindergarten teachers to map foundational TEKS, and host a "Pre-K Preview Day" for incoming families.

Strategy's Expected Result/Impact: Reduced BOY entry gaps in Kindergarten literacy/numeracy and seamless instructional transitions.

Staff Responsible for Monitoring: Assistant Principal, Pre-K & Kindergarten Lead Teachers.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, campus-wide average daily attendance (ADA) will increase to 95% or higher, and chronic absenteeism will decrease by 15% through targeted family attendance campaigns regarding state compulsory attendance laws (90% rule).

Evaluation Data Source: PEIMS Attendance Reports, 9-Week ADA Tracking Logs, Truancy/Incentive Intervention Records.

Strategy 1 ☑ Targeted Support Strategy

Implement automated same-day attendance notifications, publish monthly infographics on the 90% compulsory rule, and host campus-wide attendance reward challenges for top-performing classes.

Strategy's Expected Result/Impact: Decreased chronic absenteeism, regained Tier 1 instructional time, and higher overall student achievement.

Staff Responsible for Monitoring: Principal, Campus Attendance Clerk, PEIMS Coordinator.

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 3

By May 2027, classroom instructional time disruptions will decrease by 20% through consistent execution of the PBIS framework, standardized de-escalation protocols, and daily 15-minute SEL guidance blocks.

Evaluation Data Source: Discipline Referral Logging Spreadsheets, Sensory Room Logbook Usage, PBIS Paw Store Redemption Rates.

Strategy 1 ☑ Results Driven Accountability

Train 100% of classroom staff on the WPS Discipline Matrix, daily 15-minute SEL contracts, and routine 10-minute Sensory Room documentation procedures prior to office referrals.

Strategy's Expected Result/Impact: Reduced office discipline referrals, improved student emotional regulation, and uninterrupted Tier 1 core instruction.

Staff Responsible for Monitoring: Assistant Principal, Campus Counselor, PBIS Committee Leads.

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement daily protected 120-minute Bluebonnet RLA literacy blocks across K-2, incorporating structured phonics, text-dependent questioning, and rich vocabulary exposure. Grade-level teams will utilize weekly PLC time to annotate daily scripts and pre-plan scaffolds.
1	1	2	Design and execute 30-minute daily small-group guided reading and multi-sensory phonics acceleration blocks tailored to specific skill deficits identified in 3-week progress probes.
1	3	1	Embed explicit English Language Proficiency Standards (ELPS) strategies--including visual word walls, sentence frames, structured peer discourse, and total physical response (TPR)--into daily core HQIM RLA and Math lesson plans.
1	3	2	Establish standardized 6-week MTSS data review checkpoints utilizing structured intervention kits and multi-sensory manipulative tools for Tier 3 MTSS and Special Education learners.
4	3	1	Train 100% of classroom staff on the WPS Discipline Matrix, daily 15-minute SEL contracts, and routine 10-minute Sensory Room documentation procedures prior to office referrals.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement daily protected 120-minute Bluebonnet RLA literacy blocks across K-2, incorporating structured phonics, text-dependent questioning, and rich vocabulary exposure. Grade-level teams will utilize weekly PLC time to annotate daily scripts and pre-plan scaffolds.
1	1	2	Design and execute 30-minute daily small-group guided reading and multi-sensory phonics acceleration blocks tailored to specific skill deficits identified in 3-week progress probes.
1	2	2	Design and execute 30-minute daily small-group guided reading and multi-sensory phonics acceleration blocks tailored to specific skill deficits identified in 3-week progress probes.
1	3	1	Embed explicit English Language Proficiency Standards (ELPS) strategies--including visual word walls, sentence frames, structured peer discourse, and total physical response (TPR)--into daily core HQIM RLA and Math lesson plans.
1	3	2	Establish standardized 6-week MTSS data review checkpoints utilizing structured intervention kits and multi-sensory manipulative tools for Tier 3 MTSS and Special Education learners.
4	2	1	Implement automated same-day attendance notifications, publish monthly infographics on the 90% compulsory rule, and host campus-wide attendance reward challenges for top-performing classes.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement daily protected 120-minute Bluebonnet RLA literacy blocks across K-2, incorporating structured phonics, text-dependent questioning, and rich vocabulary exposure. Grade-level teams will utilize weekly PLC time to annotate daily scripts and pre-plan scaffolds.

Goal	Objective	Strategy	Description
1	1	2	Design and execute 30-minute daily small-group guided reading and multi-sensory phonics acceleration blocks tailored to specific skill deficits identified in 3-week progress probes.
1	3	1	Embed explicit English Language Proficiency Standards (ELPS) strategies--including visual word walls, sentence frames, structured peer discourse, and total physical response (TPR)--into daily core HQIM RLA and Math lesson plans.
1	3	2	Establish standardized 6-week MTSS data review checkpoints utilizing structured intervention kits and multi-sensory manipulative tools for Tier 3 MTSS and Special Education learners.

State Compensatory Education

State Compensatory

Budget for Westwood Primary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The Prekindergarten program receives SCE funds. The program provides WISD students with a strong academic foundation.

Personnel for Westwood Primary

Name	Position	FTE
Beth Boger	Pre-K Teacher	0.5
Emerald Ellis	Pre-K Paraprofessional	0.5
Harlee Paul	Pre-K Paraprofessional	0.5
Kelli Gunnels	Pre-K Teacher	0.5
Nina Reese	Pre-K Paraprofessional	0.5
Rebecca Richburg	Pre-K Teacher	0.5

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alana Spurlock	Title I Paraprofessional	Instruction	1
Cassidee Mercer	Instructional Coach	Curriculum and Instruction	1
Dorothy Martin	Title I Paraprofessional	Instruction	1
Nelda Barrett	Title I Paraprofessional	Instruction	1
Shelby Burks	Title I Paraprofessional	Instruction	1
Tina Arnold	Title I Paraprofessional	Instruction	1

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$187,040.00
				+/- Difference	**$187,040.00**

255 Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,079.75
				+/- Difference	**$18,079.75**

289 Title IV, SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Child Abuse and Neglect	Campus Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Coordinated Health Program	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Decision-Making and Planning Policy Evaluation	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Disciplinary Alternative Education Program (DAEP)	High School Assistant Principal	10/30/2026	Tiffany Carwell	11/3/2026
Dyslexia Treatment Program	Director of Special Education	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part C Migrant	Director of Special Programs	--	Tiffany Carwell	4/14/2025
Pregnancy Related Services	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Post-Secondary Preparedness	CTE Director & High School Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Recruiting Teachers and Paraprofessionals	District and Campus Administration	4/23/2025	Tiffany Carwell	4/14/2025
Student Welfare: Discipline/Conflict/ Violence Management	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Technology Integration	Technology Director	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Director of Special Programs	4/23/2025	Tiffany Carwell	4/14/2025

2024-25 Texas Academic Performance Report (TAPR)

District Name: WESTWOOD ISD

Campus Name: WESTWOOD PRI

Campus Number: 001908102

2025 Campus Accountability Score: D

This school is paired with 001908101, WESTWOOD EL

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on STAAR Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2024-25	93.9%	94.2%	**93.7%**	94.8%	93.8%	94.1%	*	-	-	88.6%	93.9%	93.6%	94.7%
2023-24	93.6%	94.5%	**93.8%**	92.1%	94.3%	94.7%	*	-	-	91.2%	94.3%	93.6%	95.9%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**17.4%**	14.6%	17.3%	15.5%	*	-	-	33.3%	15.2%	17.8%	20.0%
2023-24	19.0%	16.5%	**18.1%**	22.6%	14.3%	15.6%	*	-	-	33.3%	19.6%	19.0%	8.3%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	95	382,023
By Ethnicity:				
African American	-	-	19	48,064
Hispanic	-	-	40	200,942
White	-	-	28	101,714
American Indian	-	-	0	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	7	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	15	46,183
Foundation H.S. Program (Endorsement)	-	-	1	42,042
Foundation H.S. Program (DLA)	-	-	79	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	18	35,935
Economically Disadvantaged Graduates	-	-	69	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	56,967
At-Risk Graduates	-	-	63	173,035
CTE Completers	-	-	60	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**378**	**100.0%**	**1,387**	**5,530,499**	**378**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Early Childhood Education	2	0.5%	0.1%	0.3%	2	0.5%	0.1%	0.5%
Pre-Kindergarten	75	19.8%	5.4%	4.5%	75	19.8%	5.4%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	75	19.8%	5.4%	3.7%	75	19.8%	5.4%	3.7%
Kindergarten	104	27.5%	7.5%	6.5%	104	27.5%	7.5%	6.5%
Grade 1	96	25.4%	6.9%	6.8%	96	25.4%	6.9%	6.8%
Grade 2	101	26.7%	7.3%	7.0%	101	26.7%	7.3%	7.0%
Ethnic Distribution								
African American	69	18.3%	21.2%	12.8%	69	18.3%	21.2%	12.8%
Hispanic	101	26.7%	24.9%	53.5%	101	26.7%	24.9%	53.5%
White	174	46.0%	47.3%	24.4%	174	46.0%	47.3%	24.4%
American Indian	3	0.8%	0.7%	0.3%	3	0.8%	0.7%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	31	8.2%	5.5%	3.3%	31	8.2%	5.5%	3.3%
Sex								
Female	170	45.0%	48.4%	48.9%	170	45.0%	48.4%	48.8%
Male	208	55.0%	51.6%	51.1%	208	55.0%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	318	84.1%	80.2%	60.5%	318	84.1%	80.2%	60.4%
Non-Educationally Disadvantaged	60	15.9%	19.8%	39.5%	60	15.9%	19.8%	39.6%
Section 504 Students	8	2.1%	6.8%	6.8%	8	2.1%	6.8%	6.8%
EB Students/EL	23	6.1%	6.3%	24.3%	23	6.1%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.5%	2.1%				
Students w/ Dyslexia	4	1.1%	6.1%	6.4%	4	1.1%	6.1%	6.4%
Foster Care	2	0.5%	0.6%	0.2%	2	0.5%	0.6%	0.2%
Homeless	6	1.6%	1.4%	1.4%	6	1.6%	1.4%	1.4%
Immigrant	5	1.3%	1.0%	3.5%	5	1.3%	1.0%	3.5%
Migrant	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Title I	378	100.0%	71.4%	66.6%	378	100.0%	71.4%	66.5%
Military Connected	0	0.0%	0.1%	4.1%	0	0.0%	0.1%	4.1%
At-Risk	179	47.4%	44.8%	53.5%	179	47.4%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	22	5.8%	6.1%	24.3%	22	5.8%	6.1%	24.3%
Career and Technical Education	0	0.0%	39.8%	27.7%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Career and Technical Education (9-12 grades only)	0	0.0%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	21	5.6%	5.8%	8.7%	21	5.6%	5.8%	8.7%
Special Education	45	11.9%	19.3%	15.3%	45	11.9%	19.3%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**45**							
Students with Intellectual Disabilities	8	17.8%	57.3%	48.3%				
Students with Physical Disabilities	15	33.3%	12.7%	17.0%				
Students with Autism	11	24.4%	**	16.8%				
Students with Behavioral Disabilities	**	**	16.5%	16.3%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**29**	**13.0%**	**14.2%**	**16.4%**				
African American	4	1.8%	2.9%	3.3%				
Hispanic	7	3.1%	3.5%	8.9%				
White	16	7.2%	6.4%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.9%	1.5%	0.6%				
Special Ed Students who are Mobile	2	4.3%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	4	33.3%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	16	9.1%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**46**	**16.2%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	2.4%	2.4%	1.3%	6.7%	6.7%	3.6%
Grade 1	3.4%	3.4%	1.9%	5.9%	5.9%	3.0%
Grade 2	0.0%	0.0%	1.1%	3.6%	3.6%	1.4%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.1	20.1	18.9
Grade 1	17.8	17.8	19.2
Grade 2	19.4	19.4	19.4

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**45.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	27.0	59.4%	57.2%	63.8%
Teachers	22.7	49.9%	45.1%	48.3%
Professional Support	2.0	4.4%	7.0%	10.8%
Campus Administration (School Leadership)	2.3	5.0%	4.4%	3.4%
Educational Aides	18.5	40.6%	18.0%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	4.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**7.8**	**17.2%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	1.0	4.4%	18.3%	12.8%
Hispanic	0.0	0.0%	6.4%	31.0%
White	21.7	95.6%	73.4%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	1.0	4.4%	27.5%	24.6%
Females	21.7	95.6%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	5.5%	2.4%
Bachelors	20.0	88.1%	72.7%	71.4%
Masters	2.7	11.9%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	13.2%	11.9%	7.3%
1-5 Years Experience	11.0	48.4%	36.6%	28.3%
6-10 Years Experience	2.0	8.8%	11.8%	19.7%
11-20 Years Experience	3.7	16.4%	24.4%	27.6%
21-30 Years Experience	3.0	13.2%	9.2%	14.1%
Over 30 Years Experience	0.0	0.0%	6.1%	3.0%
Number of Students per Teacher	16.6	n/a	12.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.3	6.0
Average Years Experience of Principals with District	1.0	2.8	5.1
Average Years Experience of Assistant Principals	1.0	2.3	5.1
Average Years Experience of Assistant Principals with District	1.0	2.3	4.3
Average Years Experience of Teachers	7.2	10.2	11.2
Average Years Experience of Teachers with District	2.6	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$43,150	$42,073	$55,689
1-5 Years Experience	$44,209	$45,400	$59,266
6-10 Years Experience	$50,450	$53,694	$62,607
11-20 Years Experience	$73,398	$65,459	$66,353
21-30 Years Experience	$63,650	$65,432	$70,976
Over 30 Years Experience	-	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$51,959	$53,705	$63,751
Professional Support	$62,448	$69,981	$75,909
Campus Administration (School Leadership)	$75,408	$66,705	$88,786
Instructional Staff Percent	n/a	59.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.0	0.0%	12.7%	5.5%
Compensatory Education	5.0	22.0%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	16.7	73.6%	69.1%	69.0%
Special Education	1.0	4.4%	7.4%	11.4%
Other	0.0	0.0%	5.2%	3.6%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)