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Agenda of Regular Meeting with Public Hearing

The Board of Trustees
Westwood Independent School District

A Regular Meeting with Public Hearing of the Board of Trustees of Westwood Independent School District will be held November 9, 2026, beginning at 5:30 PM in the Westwood Administration Office
4513 W. Oak St.
Palestine, Texas 75801.

Regular School Board meeting with a Public Hearing on Westwood's Elementary Turnaround Plan (TAP).
The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. **Call to Order and Establish Quorum**
2. **Roll Call**
3. **Action Items**
   A. Board to consider and approve the agenda
4. **Invocation**
5. **Pledge of Allegiance/ Texas Pledge**
6. **Recognition of Students and Staff**
7. **Public Comments**
8. **Public Hearing**
   A. Public Hearing Regarding the Westwood Elementary Turnaround Plan (TAP) 2

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Westwood Independent School District

Westwood Elementary

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

Stakeholder Input - Draft Westwood Elementary 2026-2027 Turnaround Plan (Responses).xlsx

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 7

How many district staff members will be responsible for capacity building with this campus?

3

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

High quality instructional material that are TEKS aligned, including intervention materials and manipulatives will be purchased through general funds, IMTA and other grant funds including LIFT. Professional development and training will be supported through general funds and eligible grants such as LIFT. Instructional coaching and additional contracted support will be funded through general funds and eligible grants including LIFT. Student intervention that includes tutorials, extended learning, and intervention materials will be funded using general funds and eligible federal funds. Assessment and data collection resources such as assessment tools, platforms and resources will be funded through general funds and eligible grants such as LIFT.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If Westwood ISD did not receive LASO grant funding, the district would support and execute this strategy through general funds, Instructional Materials and Technology Allotment, and additional federal funding as needed.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district assigned a principal with turnaround experience to lead the Elementary campus. Dr. Rodriguez has extensive educational experience in school improvement with her doctoral work in this specific area. The leader's knowledge and skillset are grounded in school improvement. The principal brings 28 years of experience with 16 years in administrative work directly related to extensive experience in school turnaround leadership, program management, new program implementation, and curriculum and instruction across grades PreK–12. With a strong foundation in school improvement, the principal utilizes data-driven decision-making, strategic planning, and evidence-based instructional practices to improve student achievement and growth. The district assigned a math instructional coach with extensive math experience to provide additional support to the Elementary campus. The math instructional coach has a deep understanding of K-5 TEKS and the scope and sequence of students' learning in the implementation of Bluebonnet math curriculum. She also has at least two years of experience and her knowledge and expertise allows her to effectively model high impact instructional models. The campus also redesigned the RLA instructional coach roles and responsibilities to utilize her experience in RLA to impact classroom instruction and curriculum implementation. She has supported district-level instructional coach oversight in the past, but her focus this year is serving as the primary instructional coach for the elementary school. She has 16 years of experience in public schools and 5 years as a RLA instructional coach. These changes strengthen the campus instructional leadership team. District leadership adjustments were made to specifically support the needs of turn-around campuses.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

165

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Monthly	CBAs are determined by the curriculum. The assessment results will be utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.
Benchmark		Campus	Semester	Benchmarks are administered November 2026 and February 2027. The assessment results will be utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Progress Monitoring	Campus	Bi-Monthly	Progress Monitoring focuses on the state-assessed TEKS. Progress Monitoring data is collected through DMAC every two weeks. The campus utilizes TEKS Resource and Bluebonnet to create progress monitoring questions. The results will be utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP is a solid predictor of STAAR. MAP results are utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus uses DMAC as the system to monitor student growth and monitor student mastery of TEKS. During PLC data meetings, the data is used to inform instruction and plan for student intervention during Tier 2 and tutorials.
Observation Feedback Data Cycle - Instruction Leadership Team reviews trends to inform instruction. The instructional trends seen in the classroom are reviewed in PLCs.
Teacher Data - teachers are held accountable for student expectations (SEs) after CBAs, progress monitoring and NWEA MAP assessments. The data is used to inform instruction and revamp instructional practices to impact student outcomes. Teachers are responsible for reviewing their student data before they attend PLCs. They should arrive at solutions and be prepared to share those.
Enter more details about: SE growth, STAAR domain growth, student mastery at 80%, progress monitoring

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Westwood Elementary will implement a multi-tiered system of support to address the academic needs of students performing below grade level and students in special populations. Universal screening, NWEA MAP assessments, classroom performance, curriculum-based assessments, and ongoing formative assessments will be used to identify learning gaps, monitor student progress, and determine appropriate instructional interventions. Strengthening Tier 1 instructional time is the primary focus. All students will receive high-quality, TEKS-aligned core instruction using high-quality instructional curriculum (Bluebonnet) and evidence-based instructional practices. Teachers will use data-driven small-group instruction, differentiation, reteaching, and targeted enrichment to address individual learning needs while protecting core instructional time. Teachers utilize data-driven targeted supports during core Tier 1 instruction to scaffold learning and ensure mastery of grade-level standards. Students who demonstrate academic gaps will receive targeted intervention based on identified skill deficits during Tier 2 and Tier 3. Intervention may include flexible small-group instruction, additional instructional time, tutorials, progress monitoring, and support from interventionists, paraprofessionals, and special education personnel, as appropriate. Student progress will be reviewed regularly to determine the effectiveness of interventions and adjust instructional support. These intentional scaffolds and accommodations directly address the unique learning needs of special populations, including students served through Special Education, Section 504, and ESL programs. Professional learning communities (PLCs) will analyze assessment data, review student work, identify root causes of learning gaps, and develop targeted instructional action steps. Teachers and intervention staff will monitor student growth through ongoing formative assessments and documented progress-monitoring cycles. When students do not demonstrate adequate progress, the campus will adjust intervention strategies, instructional delivery, frequency, or intensity and collaborate with families and appropriate support personnel.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Professional Learning Communities (PLCs) at Westwood Elementary will be organized primarily by grade level, with additional collaboration by content area (RLA and math) as needed to address instructional priorities and student learning gaps. PLCs will follow a structured, data-driven process focused on the essential standards outlined in the Texas Essential Knowledge and Skills (TEKS), curriculum alignment, instructional planning, assessment analysis, and targeted intervention.

During PLC meetings, teachers will collaboratively unpack standards, identify readiness and supporting standards, internalize curriculum and lessons, develop common formative assessments, analyze student performance data, and plan differentiated instruction and intervention. Teams will establish short-term instructional goals based on curriculum-based assessments and benchmarks while monitoring progress toward long-term student achievement and growth goals.

Campus administrators, instructional coaches, and other instructional support personnel will facilitate PLCs and provide guidance, resources, and feedback to strengthen instructional practices. PLCs will also examine the effectiveness of Tier 1 instruction, identify students requiring additional support or enrichment, and develop actionable plans to address identified needs.

Implementation will be monitored through PLC agendas, meeting documentation, assessment results, instructional walkthroughs, and follow-up progress monitoring. This collaborative structure will promote consistent implementation of the curriculum, collective responsibility for student success, continuous improvement, and improved academic outcomes across all grade levels.

How frequently will PLCs occur?

PLCs will occur twice per week for 60 minutes each to support ongoing instructional planning, data analysis, and continuous improvement. One meeting will focus on curriculum internalization, lesson planning, and alignment to TEKS, while the second will focus on analyzing student performance data, monitoring progress toward short- and long-term goals, and planning targeted interventions and enrichment. These meetings will promote collaborative decision-making, consistent implementation of high-quality Tier 1 instruction, and improved student achievement and growth.

Who will facilitate PLCs?

PLCs will be facilitated by the campus principal, assistant principal, and instructional coaches, with support from district curriculum specialists as needed. Facilitators will provide guidance, establish clear agendas and outcomes, support curriculum internalization and data analysis, and ensure PLC discussions result in actionable instructional plans. Grade-level teams will collaboratively identify student learning gaps, develop targeted interventions, monitor progress, and evaluate the effectiveness of instructional strategies to support continuous improvement and increased student achievement.

Who is required to attend PLCs?

All classroom teachers are required to attend their scheduled grade-level PLC meetings. Campus administrators and instructional coaches will participate to facilitate collaboration, support curriculum alignment, analyze student achievement data, and monitor instructional implementation. Interventionists, special education teachers, and other instructional support personnel will participate as needed to address student learning needs and ensure appropriate interventions and accommodations. Attendance and participation are expected to support collective responsibility, consistent instructional practices, and continuous improvement in student achievement.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The PLC protocol has been developed using the Attributes of Effective LIFT PLCs Guide. Westwood Elementary will utilize a structured, data-driven PLC protocol to ensure collaborative planning, consistent curriculum implementation, and continuous improvement in student achievement. PLCs will meet twice per week for 60 minutes per session and follow a consistent agenda focused on the four guiding questions of a Professional Learning Community: What do we want students to learn? How will we know if they have learned it? How will we respond when students do not learn? How will we extend learning for students who have already mastered the standard? The PLC protocols vary depending on the type of PLC. PLC protocols including the following: Lesson Internalization Protocol, Unit/Module Internalization Protocol, Lesson Rehearsal Protocol, and Student Work Analysis Protocol. (Lesson Internalization Agenda Template attached)

Upload PLC agenda (optional):

Lesson Internalization 26-27 3rd RLA PLC Agenda Template.pdf
Unit Internalization 26-27 3rd RLA PLC Agenda Template.pdf
Lesson Rehearsal 26-27 3rd RLA PLC Agenda Template.pdf
Student Work Analysis 26-27 3rd RLA PLC Agenda Template.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Research-Based Instructional Strategies (RBIS) Bluebonnet Product Academy PLC Observation Feedback	Region 7 ESC	Principals, Assistant Principals, Instructional Coaches, Teachers
Teacher	Research-Based Instructional Strategies (RBIS) Bluebonnet Product Academy	Region 7 ESC	Principals, Assistant Principals, Instructional Coaches, Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Research-Based Instructional Strategies (RBIS) Bluebonnet Product Academy PLC Observation Feedback	Region 7 ESC	Principals, Assistant Principals, Instructional Coaches, Teachers
Teacher	PLC Observation Feedback	Principals	Teacher

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Inexperienced and/or ineffective staff will attend additional workshops delivered by experienced Region 7 staff.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

District and school leaders and instructional coaches will use the LIFT Observation and Feedback Tool and the LIFT PLC Observation Tool to monitor classroom walkthroughs, provide coaching and feedback, and observe PLCs.

LIFT Observation and Feedback Tool:
Learning Environment
Instructional Delivering
Monitoring and Responding

LIFT PLC Observation Tool:
Unit/Module Internalization
Lesson Internalization
Student Data Analysis
Lesson Rehearsal

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Westwood Elementary will provide ongoing professional development and coaching to strengthen teachers' and administrators' capacity to meet the diverse academic and behavioral needs of students in special populations. Training will focus on evidence-based instructional strategies, differentiation, accommodations, progress monitoring, and effective implementation of individualized student support plans.
Teachers and administrators will receive targeted professional learning provided by Region 7 ESC focused on supporting special populations, including Special Education, Emergent Bilinguals (EB/EL), and Section 504 students focusing on implementing scaffolded instructional strategies, linguistic accommodations, accelerated instruction, and IEP/504 accommodations during Tier 1 instruction. Analyzing disaggregated student performance data during weekly PLCs to identify growth gaps in special populations and adjust Tier 2/3 interventions accordingly.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per

year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Westwood Elementary ILT will verify that Campus Administrators, Instructional Leadership Team members, Instructional Coaches, and applicable RLA and Math teachers have completed required RBIS training, with completion documented through the district training-tracking system.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training rosters, certificates, tracking report

Support Needed – What training, coaching, resources, or tools are required?

Region 7 Professional Development Calendar, District Professional Development Expectations

Milestone 2

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will establish and communicate campus PLC non-negotiables aligned with the district PLC expectations, including expectations for unit/ module internalization, lesson internalization, lesson rehearsal, student work analysis, and collaborative planning.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Campus Principal and ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC Agendas and campus expectations

Support Needed – What training, coaching, resources, or tools are required?

LIFT PLC Training Resources, PLC Agendas

Milestone 3

Description – What specific action or deliverable will be completed?

The Elementary Principal will implement a master schedule that protects required instructional, PLC, intervention, and HQIM internalization time and ensures teachers have the time necessary to plan and respond to student needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Master schedule, PLC calendar

Support Needed – What training, coaching, resources, or tools are required?

Teacher Internalization Training, Teacher Internalization Google Folder, technology access

Milestone 4

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will implement weekly instructional walkthroughs in RLA and Math to monitor RBIS and HQIM implementation and provide timely, actionable feedback and targeted coaching to teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

Walkthrough records, feedback forms, coaching logs

Support Needed – What training, coaching, resources, or tools are required?

LIFT RLA and Math Observation Feedback Tool, Campus Coaching Log, DMAC Formworks

Milestone 5

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will establish a tiered Observation and Feedback system and digital coaching calendar that provides differentiated coaching based on teacher need, with increased support for new and high-need teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher-tiering document, coaching calendar, Observation and Feedback Logs

Support Needed – What training, coaching, resources, or tools are required?

Observation and Feedback Training and Observation and Feedback Logs

Milestone 6

Description – What specific action or deliverable will be completed?

District and campus leadership will incorporate professional learning in Student Work Analysis and Effective Questioning and Feedback to Support Special Populations and will ensure delivery in PLCs and instructional coaching.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training completion, PLC agendas, coaching artifacts

Support Needed – What training, coaching, resources, or tools are required?

Job-embedded training and support for special populations

Milestone 7

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will fully implement the district Assessment Calendar and establish a process for analyzing formative, interim, and summative assessment results within three instructional days of the close of each assessment window.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

Assessment calendar, data meeting agendas, data-analysis records

Support Needed – What training, coaching, resources, or tools are required?

District Assessment Calendar

Milestone 8

Description – What specific action or deliverable will be completed?

District and campus leaders will monitor Schoolwide Routines through weekly walkthroughs, behavior data, observation data, and staff feedback and will document trends, identified needs, action steps, and adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Campus ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

SWR walkthroughs, discipline/behavior data, action plans

Support Needed – What training, coaching, resources, or tools are required?

DMAC data

Milestone 9

Description – What specific action or deliverable will be completed?

The Elementary ILT will use walkthrough, PLC, Observation and Feedback, student work, and assessment evidence to identify gaps in HQIM implementation and provide targeted instructional coaching and professional learning to address identified needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC and Observation/Feedback data, coaching records, PD documentation

Support Needed – What training, coaching, resources, or tools are required?

DMAC data, PD data

Milestone 10

Description – What specific action or deliverable will be completed?

The district and campus leadership team will complete an end-of-year review of PLC implementation, Observation and Feedback data, RBIS/HQIM implementation, assessment results, and student outcomes to establish Year 2 coaching, professional development, and instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Elementary Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY review, STAAR/assessment data, Year 2 action plan

Support Needed – What training, coaching, resources, or tools are required?

EOY Performance Management

Milestone 11

Description – What specific action or deliverable will be completed?

Westwood Elementary will implement a campus-based onboarding process ensuring all new and late-hire teachers receive training in RBIS, HQIM/product implementation, PLC expectations, Observation and Feedback, assessment expectations, and Schoolwide Routines before or immediately upon beginning instruction.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

New-hire checklist and training records

Support Needed – What training, coaching, resources, or tools are required?

Region 7 ESC Professional Development dates, District PD Calendar with clear expectations

Milestone 12

Description – What specific action or deliverable will be completed?

The Elementary Campus ILT will assume primary responsibility for leading PLC implementation, including lesson internalization, lesson rehearsal, student work analysis, responsive planning, and support for teachers serving special populations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Campus ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, observation data

Support Needed – What training, coaching, resources, or tools are required?

Attributes of Effective LIFT PLCs Guide, LIFT PLC Observation Tool

Milestone 13

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will monitor implementation of the Math and RLA Instructional Frameworks through classroom walkthroughs, PLC observations, and coaching cycles and use implementation data to identify campus strengths and instructional gaps.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Elementary Principal and ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

Walkthrough data, PLC observations, coaching records

Support Needed – What training, coaching, resources, or tools are required?

DMAC data reports

Milestone 14

Description – What specific action or deliverable will be completed?

The Elementary ILT will lead assessment-data analysis and instructional-response planning, including disaggregation of outcomes for students in special populations, and will identify instructional adjustments and interventions following each major assessment window.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Elementary ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

Data reports, PLC data protocols, intervention plans

Support Needed – What training, coaching, resources, or tools are required?

Attributes of Effective LIFT PLCs guide

Milestone 15

Description – What specific action or deliverable will be completed?

District and campus leaders will provide differentiated professional development and product/HQIM support based on trends identified through walkthroughs, PLC observations, student work, assessment results, and Observation and Feedback data.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

PD plan, sign-in sheets, observation trends

Support Needed – What training, coaching, resources, or tools are required?

Region 7 ESC Specialists

Milestone 16

Description – What specific action or deliverable will be completed?

The Elementary ILT will complete a midyear Observation and Feedback calibration review, analyze coaching effectiveness, and adjust teacher coaching frequency and support according to demonstrated instructional need.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Campus ILT

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY calibration results, revised coaching plan

Support Needed – What training, coaching, resources, or tools are required?

MOY Performance Management Checkpoint

Milestone 17

Description – What specific action or deliverable will be completed?

The campus principal and ILT will use performance-management routines to review classroom practice, implementation evidence, assessment performance, interventions, and student outcomes and will develop action steps for any areas not demonstrating expected progress.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Performance-management agendas, action plans, progress data

Support Needed – What training, coaching, resources, or tools are required?

PLC and Observation Feedback data, DMAC

Milestone 18

Description – What specific action or deliverable will be completed?

The campus principal and ILT will complete an end-of-year review of PLC implementation, Observation and Feedback data, RBIS/HQIM implementation, assessment results, and student outcomes to establish coaching, professional development, and instructional priorities for the coming year.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY review, STAAR/assessment data, 2028-2029 Action Plan

Support Needed – What training, coaching, resources, or tools are required?

EOY Performance Management, DMAC

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor the implementation and effectiveness of the school improvement plan through ongoing data analysis, classroom walkthroughs, instructional coaching, PLC monitoring, and regular reviews of campus performance goals. Campus administrators will conduct walkthroughs and observations to evaluate the quality of Tier 1 instruction, curriculum alignment, implementation of evidence-based instructional strategies, differentiation, and student engagement.

PLCs will meet twice per week for 60 minutes to analyze student performance data, review curriculum implementation, identify learning gaps, develop instructional action steps, and monitor progress toward short-term and long-term achievement goals. Campus leaders will review PLC documentation, lesson internalization, common formative assessments, intervention plans, and progress-monitoring records to ensure consistent implementation and follow-through.

Student achievement and growth will be monitored through NWEA MAP assessments, curriculum-based assessments, common formative assessments, benchmark assessments, and STAAR data, as applicable. Data will be disaggregated by grade level, content area, and student population to identify trends, evaluate intervention effectiveness, and address achievement gaps. District leaders will review campus progress toward established performance goals, provide feedback, and support adjustments to instructional practices and resource allocation as needed.

When implementation concerns or insufficient student progress are identified, campus and district leaders will develop targeted action steps, provide additional professional development or coaching, adjust intervention strategies, and establish timelines for follow-up. Progress will be reviewed regularly to determine whether adjustments are producing the desired outcomes. Through consistent monitoring, collaborative problem-solving, and data-driven decision-making, district and campus leaders will maintain accountability for implementation, support continuous improvement, and ensure that resources and instructional practices remain focused on improving student achievement and growth.

District and campus leaders will monitor successful implementation of this plan though LIFT Performance Management sessions. Ten Performance Management sessions will be held for the 2026-2027 school year and 2027-2028 school year.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

District and campus leaders will be responsible for reviewing progress towards the Elementary TAP milestones.
The campus principal will be primarily responsible for monitoring and reviewing progress toward the milestones outlined in the school improvement plan, in collaboration with the assistant principal, instructional coaches, grade-level PLC teams, and district leadership. Campus leaders will review student achievement data, classroom walkthrough evidence, PLC documentation, intervention progress-monitoring records, and implementation timelines to evaluate progress toward established goals. Grade-level teams will review student data during PLCs twice per week and adjust instructional practices and interventions as needed. District leaders will periodically review campus progress, provide feedback and support, and collaborate with campus leadership to address barriers and determine additional actions necessary to achieve the identified milestones. Progress will be documented and reviewed regularly to ensure accountability, continuous improvement, and increased student achievement and growth.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through the Westwood ISD Assessment Tracker. DMAC and OnDataSuite will also be used to run reports after data is entered and uploaded to trach the progress of student groups.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

The campus principal will be primarily responsible for monitoring and reviewing progress toward the milestones outlined in the school improvement plan, in collaboration with the assistant principal, instructional coaches, grade-level PLC teams, and district leadership. Campus leaders will review student achievement data, classroom walkthrough evidence, PLC documentation, intervention progress-monitoring records, and implementation timelines to evaluate progress toward established goals. Grade-level teams will review student data during PLCs twice per week and adjust instructional practices and interventions as needed. District leaders will periodically review campus progress, provide feedback and support, and collaborate with campus leadership to address barriers and determine additional actions necessary to achieve the identified milestones. Progress will be documented and reviewed regularly to ensure accountability, continuous improvement, and increased student achievement and growth.
District leadership will be involved with collected milestone progress data during performance management meetings which are held monthly. Milestone progress data will be shared with relevant stakeholders at site-based committee meetings throughout the school year.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	52
Masters Grade Level	17

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	45
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	45
Masters Grade Level	15

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

70.3

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

100

Not applicable: ELP Component goal (SY 26-27)

No

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	84
Meets Grade Level	63
Masters Grade Level	34

Not applicable: RLA STAAR goals (SY 27-28)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	82
Meets Grade Level	61
Masters Grade Level	32

Not applicable: Math STAAR goals (SY 27-28)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	55
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 27-28)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

62.5

Not applicable: Academic Achievement goal (SY 27-28)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

100

Not applicable: ELP Component goal (SY 27-28)

No

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

28.1

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

37.5

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

46.9

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

75

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

B. Public Comments on Public Hearing

9. **Information Items**

A. Presentations from Superintendent Search Firms

B. Finance Update & Bond and Construction Update

C. Review and Discussion of HVAC Replacement Proposals for Westwood High School 33

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Westwood ISD Agenda Item Information

Meeting Date: November 9, 2026

Subject: Review and Discussion of HVAC Replacement Proposals for Westwood High School

Administrator Responsible: Chris Alford

Summary:
Administration will present and discuss the bids and proposals received for the replacement of two existing HVAC units serving the Westwood High School gymnasium. The Board will review the proposed scope of work, associated costs, and available options for replacement.

Administration's Recommendation:
Info item

Board Approval Required **YES** **NO**

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Palestine Westwood ISD
1820 Panther Blvd.
Palestine, TX 75803
P: 903-373-5108
Email: jkshultz@westwoodisd.net
Date: 08/11/2026

Gymnasium

Thank you for the opportunity to bid on your project. We propose the following:

Option 1: (2) American Standard Foundation 13 IEER (9.8 EER) 25 Ton 2-Stage R454B 460/3 Gas Electric RTUs.

- **(2) American Standard 13 IEER 25 Ton 2-Stage R454B 460/3 Gas/Electric RTU: GDK300A4SLA1DQY**
- **(2) Venstar Explorer T4800 Commercial Programmable Thermostats**
- **Fabricate Metal Duct Transitions for Supply & Return Duct(s)**
- **Hail Guards + Economizers + Duct Smoke Detectors**
- **AHRI #215734842 (achieves 266,000 btu/h cooling capacity at 95 degrees)**
- **5-Year Heat Exchanger Parts Limited Warranty**
- **5-Year Compressor Limited Warranty**
- **1-Year Standard Parts Limited Warranty**
- **1-Year TWM Labor Warranty**

Option 1 Total Investment: $81,600.00 w/ tax excluded.

New Units to Include the Following:

- **Equipment: (2) 25 Ton 2-Stage R454B 460/3 Gas/Electric Packaged Rooftop Units**
- **Accessories: Factory Hail Guards + Economizers + Duct Smoke Detectors + Thermostats**
- **Condensate drains + gas piping**
- **Keep existing service disconnect & connector whip**
- **Check cooling operation, amp draws, & test safeties**
- **Startup gas heat & adjust temp rise as needed**
- **Measure supply & return temperatures**
- **Removal & disposal of existing equipment**
- **Walk through & demonstration w/ management**
- **City of Palestine Mechanical Permit**
- **HVAC Lift (40 Ton Crane)**

Excludes: **Access. Will need Oncor to de-energize and ground power lines so that equipment can be lifted in & out w/ crane.**

Payment Terms: **50% down payment required to begin work (negotiable). Remaining balance due within 30 days.**

Option(s): _____ **Accepted By:** _____ **Date:** _____

Michael Downs
HVAC Comfort Solutions
Residential & Light Commercial
Tyler Weathermakers, Inc.
Mobile: 903-520-8039
Office: 903-592-8611
Email: twmmichaeld@gmail.com

This Proposal May Be Withdrawn by Us If Not Accepted Within.....15 Days

Our Contract Price May Change If Job Not Completed Within.....30 Days

Acceptance: All conditions, prices and specifications listed above are accepted and Tyler Weathermakers is authorized to perform the work as specified. Our employees are covered by workman's compensation insurance. Any alterations or deviation from the above specifications involving extra costs will become an extra charge over and above estimate in addition to all other remedies afforded by law. It is agreed that until final payment is made, and to secure such payment, Tyler Weathermakers, Inc. will retain title to any parts, materials, or equipment furnished. The undersigned also hereby gives Tyler Weathermakers, Inc. the right to file lien to the property where the installation is made until payment in full is received. If payment is not made as provided in the contract, Tyler Weathermakers may remove any or all materials and equipment not paid for, and the undersigned agrees to hold harmless from any loss resulting from such removal.

Warranty and Service: (1) All equipment, material, and labor furnished will bear a one (1) year warranty from the date of installation against defects of workmanship and materials. (2) The manufacturer may have additional extended warranties (These are fully described in your Owner's Manual) (3) Service under this warranty will only be provided during normal working hours and does not include filter replacement, or cleaning, or tripped circuit breakers or fuses. Emergency Service is available as needed at a nominal charge after normal working hours.

Gmail

JOSHUA SHULTZ <jkshultz@westwoodisd.net>

Tyler Weathermakers Proposal for Westwood ISD Gymnasium Project

Patrick Van Deventer <Patrick@tylerweathermakers.com> Tue, Oct 27, 2026 at 4:01 PM
To: JOSHUA SHULTZ <jkshultz@westwoodisd.net>
Cc: Trisha Taylor <trisha@tylerweathermakers.com>

Hey Josh,

Thanks for taking the call earlier today. I wanted to give you a quick follow up to confirm a couple of things:

(1) TWM will still honor the quoted price of $81,600 even though it's been +30 days as long as it gets approved for order in the November timeframe.

(2) There has been an industry-wide component shortage that have increased the original lead time out to 10-14 weeks… HOWEVER, we looked for an alternative.
**There is currently a Medium heat version of the same unit, vs the LOW heat version on the original quote. That's the only difference, and as long as the gas utility feeding the units is sufficient then there should be no issue with the higher heating output in that space. The benefit of the Medium heat kit is that they are currently on 7-10 days lead time (although limited stock so it could change by the time the order is approved). Even though the cost of the medium heat kits is a little higher TWM will hold the original price and go with whatever option is the lowest lead time at the time of placing the order.

We'll check with other manufacturers as well but likely this will be an issue across the board since it's a component shortage that many of these OEM's rely on.

Model numbers are below and I'm attaching the product data with rated heating input/output.

GDK300A4SMA1DQY (new med heat)
GDK300A4SLA1DQY (low heat, original quote)

I hope this helps! Let me know if you have any more questions.

Patrick Van Deventer

Chief Stewardship Officer | Engineer

Tyler Weathermakers

2503 E. Erwin St., Tyler, TX 75702

office: (903) 592-8611

cell: (903) 574-1410

patrick@tylerweathermakers.com

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RT-PRC127A-EN_09152024.pdf
324K

Gmail

JOSHUA SHULTZ <jkshultz@westwoodisd.net>

New AC units, High School Gym

2 messages

Michael Thomason <msthomason@yahoo.com> Fri, Oct 30, 2026 at 2:47 PM
To: "jkshultz@westwoodisd.net" <jkshultz@westwoodisd.net>

This bid is for the replacement of 2ea 25ton Gas Package units on platforms at one end of high school gymnasium. Replacement are for existing Carrier MN 48HGD028FA-601AR 460v 3ph. We propose the following:

Provide 2ea American Standard unit replacements, MN GDK300A4SMA1DQY
Accessories:
2ea BAYGAR0300A Hail guards
2ea BAYHZRT001A Horizontal duct conversion kits
2ea TH8321WF1001 Thermostats
2ea BAYECIN303A Horizontal Economizer
2ea BAYOPTN002A Fresh Air Options Module

Subcontract lift crane services to remove old and replace new units on each platform. Note that Ranger Air retains old units and will remove to their location.

Coordinate with ONCOR to disconnect power on nearby overhead transmission lines during the lifting process and reconnect afterwards.

Provide all labor and miscellaneous supplies to adapt transitions from supply and return ductwork as well as electrical and gas line reconnects.

Insure both units are brought online, in service, and checked for proper operation.

Coordinate with ONCOR and school officials to complete this project during a time when school is out for Thanksgiving or Christmas break.

At this time, units are available but supplier said it would take about 10 days to deliver to school property.

BID TOTAL: $82,500.00. tax exempt

Thank You!
Michael Thomason
Ranger Air & Heat LLC
TACLB5970C

Michael Thomason <msthomason@yahoo.com> Fri, Oct 30, 2026 at 2:47 PM
To: jkshultz@westwoodisd.net

Sent from my iPad

> On Oct 30, 2026, at 2:47 PM, Michael Thomason <msthomason@yahoo.com> wrote:
>
>
[Quoted text hidden]

PROPOSAL AND ACCEPTANCE

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OWNER–GENERAL CONTRACTOR	PHONE	DATE	
WESTWOOD ISD	(903) 373-5108	October 28, 2026	
ADDRESS	JOB NAME		
4524 W. OAK	2 - 25 TON RTU'S (REVISED)		
CITY, STATE, ZIP	LOCATION		
PALESTINE TX 75802	GYM		
ATTN:	E-MAIL	ENGINEER	
JOSH	jkshultz@westwoodisd.net	BID DATE	28-Oct
		BID TIME	11:00

WE HEREBY SUBMIT SPECIFICATIONS AND A COST PROPOSAL FOR

PROVIDE & INSTALL 2 NEW CARRIER 25 TON 460v 3ph R-454b GAS/ELECTRIC PACKAGE UNITS WITH ECONOMIZERS, HAILGUARDS, 2 STAGE COOLING, HIGH STATIC VANE AXIAL FANS, ELECTROMECHANICAL CONTROLS. INCLUDES REMOVAL AND DISPOSAL OF OLD EQUIPMENT.

LEAD TIME 7 WEEKS

WE PROPOSE hereby to furnish material and labor - complete in accordance with above specifications, for the sum of:

dollars **$ 103,002.00**

***PAYMENT TO BE MADE AS FOLLOWS*----------** **PER CONTRACT**

Pricing valid for 30 days from the date of proposal **Authorized Signature:**

WARRANTY & WARRANTY SERVICE POLICY: All equipment, material, and labor furnished by ETR will have a (1) year parts & labor warranty from the date of installation against defects in workmanship, materials, and mechanical failure. The MFG will have additional parts only warranty effective after on line warranty registration. Warranty related calls will only be scheduled during normal working hours and do not include acts of nature, filters, condensate drains, tripped breakers, thermostat operation, WI-FI, or networking issues. Signing this proposal authorizes work to proceed with payment due upon completion per this agreement. In the event payment terms are not met ETR will utilize all lien and legal remedies available in the state of Texas to collect. Additionally failure to remit payment will result in the warranty associated with this install being revoked until payment is made. Warranty on evaporator coils that develop a refrigerant leak and are installed in a spray foam environment shall be void in the presence of formicary corrosion.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature _____

Date of Acceptance _____

Signature _____

D. Review and Discussion of Proposed Revisions to the 2026-2027 Compensation Plan
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Westwood Independent School District



Westwood Primary

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:18 PM

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.

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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.

★ = Priority

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.

★ = Priority

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.

★ = Priority

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

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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

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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

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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).

85

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).

87

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%	-	-	-	-	-	-	-	-	-	-	-

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	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

Texas Education Agency
2024-25 Staff Information (TAPR)
WESTWOOD PRI (001908102) - WESTWOOD ISD - ANDERSON COUNTY

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

100

	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.)

Westwood Independent School District



Westwood Elementary

Accountability Rating: D

2026-2027 Campus Improvement Plan

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Mission Statement

Westwood Elementary Panthers will receive a quality, competitive, innovative education that promot ounded, career-oriented lifelong learners who are intrinsically motivated!

Vision

We build high expectations that are academically and socially driven through positive relationships common goal.

Value Statement

We value parents as children's first and best teachers. We value those who teach, lead, serve, and lea iscipline and reflection. We value open and honest communication delivered with kindness and comp

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Westwood Elementary's needs assessment identifies student achievement and growth, instructional practices, stakeholder engagement, and campus systems as key areas for continuous improvement. The campus has received a failing accountability rating for four consecutive years, indicating a need to strengthen the implementation of TEKS-aligned, high-quality instructional materials, lesson internalization, effective Tier 1 instruction, data-driven PLCs, and targeted interventions. Although the campus has established structures to support improvement, including a strategic master schedule, collaborative planning opportunities, assessment systems, and multiple communication platforms, continued attention is needed to ensure these resources and processes consistently improve student outcomes. The campus will use STAAR results, NWEA MAP data, common assessments, classroom observation and feedback, PLC documentation, and stakeholder feedback to identify learning gaps, monitor implementation, and measure progress toward campus goals. Priorities include increasing grade-level proficiency and student growth, strengthening instructional consistency, improving two-way communication with families and community members, and establishing clear monitoring systems that support shared accountability for continuous improvement.

Demographics

Summary

Westwood Elementary serves students in grades 3rd-5th of Westwood ISD in Palestine, Texas. The following population counts are based on the 2024-2025 Summer PEIMS Report.

Overall Population Counts:

- Total Students: 391
- Grade 3: 101
- Grade 4: 86
- Grade 5: 108
- Grade 6: 96

Race and Ethnicity Rate:

- African American: 90 (20.36%)
- Hispanic: 108 (24.43%)
- White: 212 (47.96%)
- American Indian: 1 (0.23%)
- Asian: 1 (0.23%)
- Pacific Islander: 0 (0%)
- Two or More Races: 30 (6.79%)

Sub-Populations:

- Economically Disadvantage: 341 (77.15%)
- Non - Educationally Disadvantage: 50 (12.79%)
- ELL: 22 (4.98%)

Strengths

Westwood Elementary School serves a diverse population of students in grades 3–5, providing opportunities to build an inclusive learning environment that values different backgrounds, perspectives, and experiences. The campus serves students from a variety of racial and ethnic groups, with White students representing approximately 48% of the population, Hispanic students approximately 24%, and African American students approximately 20%. This diversity provides opportunities to foster cultural awareness, strengthen relationships, and promote a sense of belonging for all students.

The campus serves 391 students across grades 3–5, allowing campus leadership and instructional teams to focus on grade-level needs, monitor student progress, and develop targeted instructional supports. With 77.15% of students identified as economically disadvantaged, the campus has an opportunity to leverage available state and federal resources to address barriers to learning, expand access to high-quality instructional materials and interventions, and provide additional academic support.

Additionally, 4.98% of students are identified as English Learners (EL), creating opportunities to strengthen language development and integrate language-support strategies into daily instruction. By leveraging the strengths, experiences, and potential of its diverse student population, Westwood Elementary can foster an equitable learning environment focused on academic achievement, student growth, and success for every student.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of TEKS-aligned, high-quality instructional materials, effective Tier 1 instruction, and targeted interventions informed by student performance data impact STAAR achievement and student growth stagnating overtime.	Inconsistent implementation of TEKS-aligned, high-quality instructional materials, gaps in differentiation and targeted intervention, and limited alignment between assessment results and instructional adjustments may contribute to persistent learning gaps.

★ = Priority

Student Learning

Summary

Westwood Elementary serves students in grades 3–5 and continues to prioritize improved academic achievement and measurable student growth. The campus has received a failing accountability rating for four consecutive years, with STAAR achievement and growth stagnating over time. These outcomes indicate a need to strengthen the alignment of curriculum, instruction, assessment, and intervention systems to ensure students master grade-level Texas Essential Knowledge and Skills (TEKS).

The campus will use STAAR results, district and campus benchmark assessments, common formative and summative assessments, classroom observations, and ongoing progress-monitoring data to identify learning gaps, evaluate student growth, and guide instructional decisions using a TEKS-aligned, high quality curriculum. Assessment results will be analyzed by grade level, content area, and student group, including current STAAR watch groups that include African America and Hispanic students and students receiving special education services, to identify strengths and areas requiring additional support. The campus will build on positive outcomes, including the reported success of EB students on the most recent STAAR assessment, while identifying effective instructional practices that can be extended to other student groups.

Improvement efforts will focus on consistent implementation of TEKS-aligned, high-quality instructional materials, effective Tier 1 instruction, lesson internalization, and targeted interventions. Professional learning communities (PLCs) will analyze student performance, establish short-term learning goals, and adjust instruction based on evidence of student mastery. Campus leadership will monitor implementation and student progress through classroom observations, assessment reviews, and progress-monitoring cycles to evaluate the effectiveness of instructional strategies and accelerate academic growth.

Strengths

The campus has established a strategic master schedule that maximizes instructional minutes, protects Tier 1 instruction, and provides additional time for professional learning communities (PLCs) and classroom observation and feedback cycles and the review of student data to inform instruction. These structures create opportunities for teachers to collaborate, analyze student performance data, and adjust instruction to address learning needs. A notable student achievement strength is the reported success of Emergent Bilingual (EB) students, who earned all available points in the identified area of the most recent STAAR assessment. This outcome provides an opportunity to examine effective instructional practices and identify strategies that may benefit other student groups. Additionally, classroom sets of Chromebooks, Smart TVs, and access to TEKS-aligned, high-quality instructional materials provide resources to support engaging, standards-based instruction. High teacher retention offers staffing stability and opportunities to strengthen instructional consistency through collaboration, professional development, and continuous improvement. These existing strengths provide a foundation for accelerating student growth, increasing grade-level proficiency, and improving overall academic outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic proficiency and growth necessary to meet grade-level expectations.	The campus must strengthen the consistent implementation of TEKS-aligned, high-quality instructional materials, lesson internalization, rigorous Tier 1 instruction, and data-driven instructional adjustments.

★ = Priority

School Processes & Programs

Summary

Westwood Elementary utilizes instructional programs, assessment tools, and data analysis systems to support effective teaching and improve student achievement in grades 3–5. Bluebonnet Learning high-quality instructional materials are used during Tier 1 Reading Language Arts (RLA) and mathematics instruction to provide TEKS-aligned, grade-level learning experiences. DMAC is used to analyze STAAR results, benchmark assessments, and student performance data to identify strengths, learning gaps, and priority standards for instructional improvement. NWEA MAP assessments provide information about student achievement and growth to guide instructional planning, differentiation, and progress monitoring. Summit K-12 supports English Learners through language development opportunities, while the TEKS Resource System provides access to standards-aligned instructional resources and planning tools. Lead4ward resources support teachers in unpacking the TEKS, identifying instructional priorities, analyzing student expectations, and developing strategies to address misconceptions.

Provide job-embedded professional development focused on Bluebonnet implementation, lesson internalization, effective Tier 1 instruction, data analysis, and targeted interventions. Use additional PLC time, coaching, and observation-feedback cycles to strengthen instructional practices and monitor the implementation of action steps.

Use campus leadership meetings and PLCs to review student performance, identify priority standards, establish measurable goals, and make decisions regarding instructional support and resource allocation. Monitor progress through classroom walkthroughs, lesson-planning reviews, assessment data, and follow-up coaching.

Use STAAR results, DMAC, NWEA MAP, campus common assessments, and curriculum assessments to monitor achievement and growth. Analyze results by grade level, content area, and student group. Establish short-term goals, monitor intervention effectiveness, and adjust instructional practices based on evidence of student learning.

The campus will implement a strategic master schedule that maximizes instructional minutes, protects Tier 1 instruction, and provides additional time for PLCs and observation-feedback cycles. Align staffing and support services with identified student needs, including services for students receiving special education and EB students. Provide appropriate enrichment and cocurricular opportunities that promote student engagement and development.s will focus on strengthening the consistent and effective implementation of these systems through collaborative professional learning communities, lesson internalization, data-driven instructional planning, and ongoing classroom observation and feedback cycles. Campus leadership will monitor implementation and evaluate student performance data to ensure that instructional resources and programs are being used purposefully to strengthen Tier 1 instruction, address learning gaps, and accelerate student achievement and growth.

Strengths

Westwood Elementary has established instructional programs, assessment systems, and organizational structures that provide a foundation for continuous improvement and increased student achievement. The campus utilizes Bluebonnet Learning high-quality instructional materials for Tier 1 Reading Language Arts (RLA) and mathematics instruction, supported by the TEKS Resource System and Lead4ward resources to promote standards alignment and effective instructional planning. DMAC and NWEA MAP provide data to identify student strengths, learning gaps, and opportunities for academic growth. Summit K-12 provides additional language development support for Emergent Bilingual students. The campus has also implemented a strategic master schedule that maximizes instructional minutes, protects Tier 1 instruction, and provides additional time for professional learning communities (PLCs) and classroom observation and feedback cycles. Classroom sets of Chromebooks and Smart TVs provide opportunities to integrate technology into daily instruction. These programs, resources, and organizational structures position the campus to strengthen instructional consistency, support data-driven decision-making, and improve student achievement through targeted professional development, effective implementation, and ongoing monitoring of student progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The campus needs to strengthen the consistent implementation and monitoring of TEKS-aligned, high-quality instructional materials, data-driven PLCs, effective Tier 1 instruction, observation/ feedback cycles, coaching and targeted interventions to improve student outcomes across all student groups.	Inconsistent implementation and monitoring of high-quality instructional materials, lesson internalization, data-driven instructional adjustments, and targeted interventions may be limiting the effectiveness of Tier 1 instruction and the campus's ability to address learning gaps and accelerate student achievement and growth.

★ = Priority

Perceptions

Summary

Westwood Elementary recognizes that strong partnerships with families, staff, students, and community members are essential to student success.

The campus uses multiple communication platforms, including Skyward, ParentSquare, social media, call systems, the school website, and parent-teacher conferences, to share information and support collaboration with families. These systems provide a foundation for transparent communication and stakeholder engagement; however, continued efforts are needed to gather stakeholder feedback, monitor participation, strengthen two-way communication, and evaluate the effectiveness of family and community partnerships in supporting student achievement and campus improvement.

Strengths

Westwood Elementary has established multiple communication systems to keep families informed and connected to the campus, including ParentSquare, Skyward, social media, phone calls, the school website, and parent-teacher conferences. The campus recognizes the importance of collaboration, transparent communication, and strong stakeholder partnerships in creating a supportive school environment. These existing communication tools and engagement opportunities provide a foundation for strengthening family involvement, community partnerships, and shared responsibility for student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Consistently gather and analyze feedback, monitor family and community participation, and evaluate the impact of stakeholder engagement on student success and campus improvement.	Lack a consistent, systematic process for collecting and analyzing stakeholder feedback, monitoring engagement and participation levels, and using the results to guide decisions and strengthen two-way communication and partnerships with families and the community.

★ = Priority

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] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

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] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [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] **Student surveys and/or other feedback**
- [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] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

Goals

Goal 1 Westwood Elementary will support instructional growth of teachers and staff

Performance Objective 1

By the end of the 2026-2027 school year, 100% of teachers at Westwood Elementary will participate in weekly, ongoing classroom observation and feedback cycles, including specific, actionable feedback and documented follow-up support, at least once a weeks to strengthen instructional delivery, ensure consistent implementation of high-quality instructional materials, and improve student achievement and growth, as measured by observation data, coaching documentation, instructional implementation evidence, and student assessment results.

Evaluation Data Source: DMAC data
DMAC Observation data
ILT meeting agenda/ notes
Coaching cycle notes

Strategy 1 ☑ Targeted Support Strategy

Westwood Elementary will develop and implement a master schedule that protects teachers' legally required planning and preparation time while providing designated opportunities for collaborative PLCs, lesson internalization, assessment analysis, and instructional planning.

Strategy's Expected Result/Impact: Structured collaborative PLCs that strengthen lesson internalization, data-driven decision-making, and instructional delivery

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

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

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Strategy 2 ☑ Targeted Support Strategy

Westwood Elementary will implement a consistent, data-driven classroom observation and feedback cycle to strengthen instructional delivery and improve student achievement. Campus administrators and instructional leaders will conduct regular classroom observations focused on high-leverage instructional practices, effective implementation of high-quality instructional materials, lesson internalization, student engagement, questioning and tasks, and checks for understanding

Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through timely feedback, targeted coaching, and consistent follow-up. Increased alignment between lesson planning, classroom instruction, and grade-level TEKS will improve the quality and consistency of Tier 1 instruction

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

By the end of the 2026-2027 school year, 100% of grade-level PLCs at Westwood Elementary will meet weekly to collaboratively internalize lessons, analyze student assessment data, identify gaps in TEKS mastery, develop targeted instructional strategies, and monitor student progress at least every weeks, as evidenced by PLC agendas, lesson internalization documents, data analysis records, and documented instructional adjustments to improve student achievement and growth.

Evaluation Data Source: DMAC data
PLC agenda/ notes
Observation/ feedback data

Strategy 1 ☑ Targeted Support Strategy

Westwood Elementary will implement a structured weekly Professional Learning Community (PLC) process for 100% of grade-level teams to strengthen instructional planning and improve student achievement.

Strategy's Expected Result/Impact: Teams will establish measurable student learning goals, document instructional adjustments, and review student progress at least every six weeks to evaluate effectiveness and determine next steps.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, teaching teams

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Goal 2 Westwood Elementary will improve academic performance across core content areas.

Performance Objective 1

By the end of the 2026-2027 school year, Westwood Elementary will increase student achievement and growth in Reading Language Arts and Mathematics and Science, meeting grade level standards as measured by STAAR, NWEA MAP, and campus common assessments, through consistent implementation of high-quality instructional materials, lesson internalization, data-driven PLCs, effective Tier 1 instruction.

Evaluation Data Source: STAAR and district benchmark results
Walkthrough and observation cycles
Coaching
PLC agendas and notes
Data driven analysis

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Increase campus standard expectations to 80% Approaches / 60% Meets / 30% Masters for all core assessments.

Strategy's Expected Result/Impact: Increased STAAR proficiency levels, especially in Meets and Masters.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Instructional Coach
Instructional Staff

Title I:

TEA Priorities: Build a foundation of reading and math

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

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

Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.

Strategy's Expected Result/Impact: Improved identification and support for struggling learners.

Staff Responsible for Monitoring: Campus Administration
Instructional Coach
Instructional Staff
MTSS Coordinator
MTSS Committee

Title I:

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Implement a lesson internalization system that checks for TEKS alignment, rigor, and engagement.

Strategy's Expected Result/Impact: Higher instructional quality and student mastery of standards.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Instructional Coach
Classroom Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2

By the end of the 2026-2027 school year, 100% of grade-level PLCs at Westwood Elementary will analyze STAAR, NWEA MAP, and campus common assessment data at least every six weeks to identify student learning gaps, monitor progress toward grade-level TEKS mastery, develop targeted instructional responses, and adjust Tier 1 instruction and interventions, as evidenced by PLC documentation, assessment data, and instructional monitoring records.

Evaluation Data Source: STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards, District and Campus Assessment Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.

Strategy's Expected Result/Impact: Increased teacher ability to adjust instruction in real-time based on student data.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Instructional Coach
Guiding Coalition Team
Classroom Teachers

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Results Driven Accountability

Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.

Strategy's Expected Result/Impact: More responsive, data-informed instruction and timely interventions.

Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Instructional Coach, Guiding Coalition Team, Team Leads.

Title I:

TEA Priorities: Improve low-performing schools

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

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Goal 3 Westwood Elementary will strengthen campus culture and staff engagement.

Performance Objective 1

By May 2027, Westwood Elementary will increase staff satisfaction by 15% as measured by the annual climate survey, with 75% of staff participating in peer observations and teacher-led professional learning.

Evaluation Data Source: Staff, student, and parent survey results
Peer observation schedules and feedback forms
Engagement analytics
Staff attendance and retention reports

Strategy 1

Conduct brief monthly surveys and follow up with reflective staff conversations during PLCs and leadership meetings.

Strategy's Expected Result/Impact: Improved responsiveness to staff concerns and more inclusive decision-making.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Provide structured opportunities for teachers to lead PD and observe peers across grade levels and content areas.

Strategy's Expected Result/Impact: Increased teacher collaboration, instructional capacity, and staff leadership.

Staff Responsible for Monitoring: Instructional Leadership Team
Instructional Coach
Grade-Level Leads

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Curate a collection of teacher-created videos, planning templates, and classroom resources accessible campus-wide.

Strategy's Expected Result/Impact: Increased use of shared instructional strategies and greater resource equity.

Staff Responsible for Monitoring: District Administration
Campus Administration
Mentor Teachers

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

Identify and highlight staff members who model strong attendance, professional appearance, and excellent communication practices.

Strategy's Expected Result/Impact: Reinforces a culture of professionalism and accountability.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Office Staff
Instructional Coach

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 4

Establishing a school environment that is safe, orderly, and positive for all members of the community. The school's focus is on fostering a culture that prioritizes student well-being and success.

Performance Objective 1

By May 2027, parent and community engagement will increase by 30% as measured by event participation logs and volunteer records, with at least three new family-centered academic engagement events held annually.

Evaluation Data Source: Sign-in sheets and volunteer logs
Parent and community surveys
Event feedback forms
PBIS behavior data

Strategy 1 ☑ Results Driven Accountability

Schedule multiple themed events showcasing student learning and offering parent workshops on academic support strategies.

Strategy's Expected Result/Impact: Increased parent understanding of instructional expectations and greater student support at home.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Campus Staff
Parent Liaison

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Design a structured volunteer program for parents and community members to support student learning (e.g., reading buddies, hallway help, event assistance).

Strategy's Expected Result/Impact: Improved academic support, community trust, and motivation for students.

Staff Responsible for Monitoring: District Administration
Campus Administration
Campus Office Staff
Parent Liaison

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Results Driven Accountability

Collect and analyze feedback on school culture and climate from families and students in fall, winter, and spring.

Strategy's Expected Result/Impact: Data-informed decisions to improve school climate and family-school partnerships.

Staff Responsible for Monitoring: Campus Administration
Instructional Leadership Team
Campus Counselor
PBIS Committee

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Each grade level will issue positive behavior referrals weekly, with family notifications and public recognition to reinforce school values.

Strategy's Expected Result/Impact: Improved student behavior, family involvement in recognition, and positive reinforcement culture.

Staff Responsible for Monitoring: Campus Administration
Instructional Leadership Team
Campus Counselor
PBIS Committee
Campus Staff

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5

Facilitate significant growth in academic proficiency among the special education student population. By the conclusion of the 2026 - 2027 school year, the goal is for at least 50% of students in special education to demonstrate progress of at least one year in both mathematics and reading.

Performance Objective 1

By May 2027, the Special Education population will show a 50% increase in growth on individualized IEP goals, with 100% of special education staff receiving training on co-teaching, IEP compliance, and inclusion collaboration, as documented by progress monitoring data and professional development records.

Evaluation Data Source: IEP progress monitoring reports
SPED/Gen Ed collaboration logs
MTSS documentation and data reviews
Professional development sign-ins and agendas

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

Implement Inclusive Co-Teaching and Scheduling Models

Strategy's Expected Result/Impact: Increased access to grade-level instruction and improved outcomes in LRE settings.

Staff Responsible for Monitoring: District Administration
District Special Programs Coordinator
District Special Education Director
Campus Administration
Instructional Leadership Team
Campus Counselor

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Results Driven Accountability

Provide Professional Development on SPED Law, Compliance, and Inclusion

Strategy's Expected Result/Impact: Strengthened legal compliance and instructional effectiveness for all staff serving SPED students.

Staff Responsible for Monitoring: District Administration
District Special Programs Coordinator
District Special Education Director
District Special Education Department
Campus Administration
Instructional Leadership Team
Instructional Coach

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Establish Paraprofessional Training, Expectations, and Support Systems

Strategy's Expected Result/Impact: Clear understanding of instructional roles, increased instructional quality, and improved support for SPED students.

Staff Responsible for Monitoring: District Administration
District Special Programs Coordinator
District Special Education Director
District Special Education Department
Campus Administration
Instructional Leadership Team
Guiding Coalition Team

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks

Strategy's Expected Result/Impact: Data-driven instructional adjustments leading to measurable academic progress.

Staff Responsible for Monitoring: District Special Education Director
Campus Special Education Department
Campus Administration
Instructional Leadership Team
MTSS Coordinator
Guiding Coalition Team

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	May

Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers

Strategy's Expected Result/Impact: Better alignment of goals, accommodations, and instructional strategies across content areas.

Staff Responsible for Monitoring: Campus Administration
Campus Special Education Department
Instructional Coach
Team Leads
MTSS Coordinator
SPED Case Managers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 6

Westwood Elementary is focused on enhancing the TELPAS (Texas English Language Proficiency Assessment System) scores for Emergent Learners. The objective is for these students to achieve a 10 percentile point increase in the Listening, Writing, and Speaking domains by the designated period.

Performance Objective 1

By May 2027, 75% of English Learner (EL) students will demonstrate at least one level of growth on TELPAS in Listening, Speaking, Reading, or Writing through strategic ESL scheduling, targeted small group instruction, and consistent use of sheltered instruction practices.

Evaluation Data Source: TELPAS results
Walkthrough observations of sheltered instruction strategies
ESL support logs
LPAC documentation

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

Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.

Strategy's Expected Result/Impact: Increased exposure to academic English and language acquisition support leading to measurable TELPAS growth.

Staff Responsible for Monitoring: Campus Administration
Instructional Leadership Team
Instructional Staff
Instructional Coach
ESL Coordinator
Bilingual Paraprofessional

Title I: 2.5.1, 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

Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)

Strategy's Expected Result/Impact: Teachers will implement more effective language scaffolds and academic supports for EL students across content areas.

Staff Responsible for Monitoring: District Special Programs Coordinator
Campus Administration
Instructional Leadership Team
ESL Coordinator
Instructional Coach
Bilingual Paraprofessional

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	May

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data

Strategy's Expected Result/Impact: Data-driven support will ensure early interventions and targeted language development activities are used to accelerate growth.

Staff Responsible for Monitoring: Instructional Leadership Team
ESL Coordinator
ESL Teachers
Bilingual Paraprofessional
MTSS Coordinator
Guiding Coalition

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	May

Strategy 4 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Use LPAC Data to Tailor Accommodations, Instructional Placement, and Parent Communication

Strategy's Expected Result/Impact: Ensures instructional equity and appropriate service delivery for every English learner.

Staff Responsible for Monitoring: Principal
LPAC Coordinator
ESL Teachers
Bilingual Paraprofessional
MTSS Coordinator

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Increase campus standard expectations to 80% Approaches / 60% Meets / 30% Masters for all core assessments.
2	1	2	Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.
2	2	1	PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.
2	2	2	Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.
4	1	1	Schedule multiple themed events showcasing student learning and offering parent workshops on academic support strategies.
4	1	3	Collect and analyze feedback on school culture and climate from families and students in fall, winter, and spring.
5	1	1	Implement Inclusive Co-Teaching and Scheduling Models
5	1	2	Provide Professional Development on SPED Law, Compliance, and Inclusion
5	1	3	Establish Paraprofessional Training, Expectations, and Support Systems
5	1	4	Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks
5	1	5	Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers
6	1	1	Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.
6	1	2	Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)
6	1	3	Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data
6	1	4	Use LPAC Data to Tailor Accommodations, Instructional Placement, and Parent Communication

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Westwood Elementary will develop and implement a master schedule that protects teachers' legally required planning and preparation time while providing designated opportunities for collaborative PLCs, lesson internalization, assessment analysis, and instructional planning.
1	1	2	Westwood Elementary will implement a consistent, data-driven classroom observation and feedback cycle to strengthen instructional delivery and improve student achievement. Campus administrators and instructional leaders will conduct regular classroom observations focused on high-leverage instructional practices, effective implementation of high-quality instructional materials, lesson internalization, student engagement, questioning and tasks, and checks for understanding

Goal	Objective	Strategy	Description
1	2	1	Westwood Elementary will implement a structured weekly Professional Learning Community (PLC) process for 100% of grade-level teams to strengthen instructional planning and improve student achievement.
2	1	1	Increase campus standard expectations to 80% Approaches / 60% Meets / 30% Masters for all core assessments.
2	1	2	Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.
2	2	1	PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.
2	2	2	Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.
4	1	4	Each grade level will issue positive behavior referrals weekly, with family notifications and public recognition to reinforce school values.
5	1	1	Implement Inclusive Co-Teaching and Scheduling Models
5	1	3	Establish Paraprofessional Training, Expectations, and Support Systems
5	1	4	Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks
5	1	5	Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers
6	1	1	Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.
6	1	2	Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)
6	1	3	Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data
6	1	4	Use LPAC Data to Tailor Accommodations, Instructional Placement, and Parent Communication

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.
2	2	1	PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.
2	2	2	Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.
4	1	4	Each grade level will issue positive behavior referrals weekly, with family notifications and public recognition to reinforce school values.
5	1	1	Implement Inclusive Co-Teaching and Scheduling Models
5	1	3	Establish Paraprofessional Training, Expectations, and Support Systems
5	1	4	Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks

Goal	Objective	Strategy	Description
5	1	5	Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers
6	1	1	Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.
6	1	2	Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)
6	1	3	Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data

State Compensatory Education

State Compensatory

Budget for Westwood Elementary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

The SCE provides funding for ESL support at the elementary campus. Additionally, SCE funds are used to provide after-school tutorials to students who would benefit for accelerate instruction throughout the school year.

Personnel for Westwood Elementary

Name	Position	FTE
Jazmin Estrada	ESL Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brooke Barnett	RLA Instructional Coach	Curriculum and Instruction	1
Darrian Caldwell	Title I Paraprofessional	Intervention	1
Jessica Morman	Instructional Coach	Curriculum and Instruction	0.5
Talia Hodge	Interventionist	Instruction	1

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 EL

Campus Number: 001908101

2025 Campus Accountability Score: D

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	65%	**65%**	40%	74%	79%	-	-	-	40%	20%	*	68%	57%	58%	*
	2024	74%	66%	**66%**	62%	71%	68%	-	-	-	50%	31%	*	67%	65%	64%	*
At Meets Grade Level or Above	2025	52%	31%	**31%**	16%	39%	36%	-	-	-	20%	8%	*	31%	29%	25%	*
	2024	48%	43%	**43%**	38%	29%	52%	-	-	-	17%	13%	*	46%	38%	41%	*
At Masters Grade Level	2025	23%	6%	**6%**	0%	17%	5%	-	-	-	0%	4%	*	8%	0%	3%	*
	2024	21%	9%	**9%**	0%	6%	14%	-	-	-	0%	0%	*	9%	9%	7%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	62%	**62%**	37%	73%	73%	-	-	-	60%	16%	*	65%	52%	53%	*
	2024	70%	65%	**65%**	69%	71%	64%	-	-	-	50%	31%	*	70%	59%	62%	*
At Meets Grade Level or Above	2025	46%	34%	**34%**	19%	32%	46%	-	-	-	20%	12%	*	35%	29%	24%	*
	2024	42%	36%	**36%**	23%	35%	41%	-	-	-	33%	13%	*	37%	35%	30%	149 *
At Masters Grade Level	2025	19%	12%	**12%**	4%	14%	15%	-	-	-	20%	4%	*	12%	10%	7%	*
	2024	15%	8%	**8%**	0%	12%	9%	-	-	-	0%	0%	*	11%	3%	9%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	74%	**74%**	67%	75%	78%	*	-	-	60%	35%	*	71%	76%	71%	*
	2024	81%	65%	**65%**	55%	56%	73%	-	-	-	75%	28%	*	63%	69%	58%	50%
At Meets Grade Level or Above	2025	54%	43%	**43%**	39%	25%	53%	*	-	-	40%	6%	*	50%	34%	40%	*
	2024	51%	39%	**39%**	20%	41%	45%	-	-	-	38%	7%	*	38%	40%	33%	30%
At Masters Grade Level	2025	24%	10%	**10%**	0%	6%	18%	*	-	-	0%	0%	*	14%	5%	8%	*
	2024	23%	12%	**12%**	5%	4%	18%	-	-	-	25%	0%	*	13%	11%	10%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	58%	**58%**	39%	63%	63%	*	-	-	60%	24%	*	71%	44%	55%	*
	2024	69%	62%	**62%**	58%	56%	63%	-	-	-	88%	24%	*	59%	68%	58%	60%
At Meets Grade Level or Above	2025	47%	32%	**32%**	11%	31%	41%	*	-	-	40%	12%	*	38%	26%	28%	*
	2024	46%	38%	**38%**	11%	37%	45%	-	-	-	63%	10%	*	42%	29%	34%	30%
At Masters Grade Level	2025	24%	14%	**14%**	6%	19%	17%	*	-	-	0%	0%	*	21%	5%	11%	*
	2024	21%	17%	**17%**	0%	11%	24%	-	-	-	38%	3%	*	21%	9%	10%	0%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	60%	**60%**	50%	50%	70%	-	-	-	67%	14%	*	60%	61%	56%	40%
	2024	79%	66%	**66%**	60%	73%	64%	-	*	-	60%	44%	*	71%	52%	61%	83%
At Meets Grade Level or Above	2025	58%	36%	**36%**	13%	25%	52%	-	-	-	33%	7%	*	34%	43%	30%	30%
	2024	55%	40%	**40%**	30%	38%	43%	-	*	-	40%	20%	*	43%	30%	38%	33%
At Masters Grade Level	2025	30%	11%	**11%**	0%	4%	20%	-	-	-	17%	0%	*	11%	13%	9%	0%
	2024	29%	19%	**19%**	5%	15%	25%	-	*	-	20%	4%	*	20%	15%	14%	17%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	59%	**59%**	38%	54%	68%	-	-	-	67%	14%	*	57%	65%	55%	50%
	2024	77%	43%	**43%**	40%	50%	42%	-	*	-	20%	24%	*	49%	27%	37%	67%
At Meets Grade Level or Above	2025	47%	25%	**25%**	6%	21%	32%	-	-	-	33%	7%	*	30%	9%	18%	0%
	2024	50%	21%	**21%**	15%	15%	28%	-	*	-	20%	8%	*	23%	15%	16%	17%
At Masters Grade Level	2025	22%	8%	**8%**	0%	7%	11%	-	-	-	17%	0%	*	8%	9%	5%	0%
	2024	19%	8%	**8%**	5%	4%	12%	-	*	-	20%	4%	*	7%	12%	7%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	52%	**52%**	25%	43%	66%	-	-	-	50%	21%	*	53%	48%	46%	40%
	2024	58%	36%	**36%**	10%	46%	43%	-	*	-	20%	24%	*	39%	30%	31%	67%
At Meets Grade Level or Above	2025	31%	20%	**20%**	0%	14%	28%	-	-	-	33%	3%	*	23%	9%	17%	0%
	2024	28%	16%	**16%**	5%	0%	30%	-	*	-	20%	8%	*	17%	11%	12%	0%
At Masters Grade Level	2025	12%	4%	**4%**	0%	7%	2%	-	-	-	17%	0%	*	4%	4%	4%	0%
	2024	11%	9%	**9%**	5%	0%	18%	-	*	-	0%	0%	*	10%	7%	6%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	58%	**58%**	48%	74%	52%	-	*	-	*	29%	*	63%	43%	55%	*
	2024	77%	69%	**69%**	27%	75%	73%	*	*	-	*	31%	*	75%	56%	66%	67%
At Meets Grade Level or Above	2025	56%	31%	**31%**	24%	30%	36%	-	*	-	*	10%	*	34%	22%	28%	*
	2024	57%	43%	**43%**	18%	50%	43%	*	*	-	*	15%	*	50%	28%	42%	44%
At Masters Grade Level	2025	29%	12%	**12%**	5%	4%	18%	-	*	-	*	3%	*	14%	4%	8%	*
	2024	26%	10%	**10%**	0%	13%	13%	*	*	-	*	8%	*	13%	4%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	68%	**68%**	76%	78%	59%	-	*	-	*	45%	*	73%	52%	66%	*
	2024	72%	73%	**73%**	55%	79%	73%	*	*	-	*	31%	*	80%	56%	69%	78%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	27%	**27%**	19%	30%	30%	-	*	-	*	6%	*	33%	9%	23%	*
	2024	39%	38%	**38%**	9%	46%	35%	*	*	-	*	15%	*	45%	24%	36%	56%
At Masters Grade Level	2025	16%	11%	**11%**	10%	4%	16%	-	*	-	*	0%	*	13%	4%	7%	*
	2024	14%	9%	**9%**	0%	13%	8%	*	*	-	*	0%	*	11%	4%	5%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	59%	**62%**	47%	63%	67%	*	*	-	59%	24%	64%	64%	56%	57%	52%
	2024	75%	61%	**60%**	48%	63%	62%	*	100%	-	61%	29%	53%	63%	55%	56%	64%
At Meets Grade Level or Above	2025	50%	28%	**31%**	17%	27%	39%	*	*	-	26%	8%	39%	33%	24%	26%	8%
	2024	48%	33%	**35%**	18%	32%	40%	*	60%	-	39%	12%	37%	37%	29%	31%	33%
At Masters Grade Level	2025	21%	7%	**10%**	3%	9%	13%	*	*	-	9%	1%	18%	11%	6%	7%	0%
	2024	20%	9%	**11%**	3%	8%	16%	*	40%	-	14%	2%	23%	13%	8%	9%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	63%	**64%**	50%	67%	69%	*	*	-	60%	24%	75%	65%	62%	60%	57%
	2024	76%	65%	**66%**	53%	68%	69%	*	*	-	70%	34%	46%	69%	61%	62%	62%
At Meets Grade Level or Above	2025	54%	34%	**35%**	23%	30%	44%	*	*	-	25%	8%	33%	36%	32%	31%	14%
	2024	54%	39%	**41%**	27%	40%	46%	*	*	-	35%	13%	46%	44%	35%	38%	38%
At Masters Grade Level	2025	23%	7%	**10%**	1%	8%	15%	*	*	-	5%	2%	17%	12%	6%	7%	0%
	2024	22%	9%	**13%**	3%	10%	17%	*	*	-	13%	2%	38%	14%	10%	10%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	57%	**62%**	48%	66%	66%	*	*	-	60%	25%	58%	66%	52%	57%	52%
	2024	72%	60%	**60%**	54%	63%	60%	*	*	-	61%	27%	62%	63%	54%	56%	66%
At Meets Grade Level or Above	2025	45%	22%	**29%**	15%	28%	37%	*	*	-	25%	9%	42%	33%	19%	23%	5%
	2024	43%	28%	**33%**	14%	33%	38%	*	*	-	48%	11%	23%	36%	27%	29%	34%
At Masters Grade Level	2025	20%	7%	**11%**	5%	10%	14%	*	*	-	10%	1%	17%	13%	7%	7%	0%
	2024	17%	9%	**11%**	2%	10%	13%	*	*	-	17%	2%	0%	13%	7%	8%	7%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	60%	**52%**	25%	43%	66%	-	-	-	50%	21%	*	53%	48%	46%	40%
	2024	75%	58%	**36%**	10%	46%	43%	-	*	-	20%	24%	*	39%	30%	31%	67%
At Meets Grade Level or Above	2025	47%	26%	**20%**	0%	14%	28%	-	-	-	33%	3%	*	23%	9%	17%	0%
	2024	43%	32%	**16%**	5%	0%	30%	-	*	-	20%	8%	*	17%	11%	12%	0%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	5%	**4%**	0%	7%	2%	-	-	-	17%	0%	*	4%	4%	4%	0%
	2024	16%	10%	**9%**	5%	0%	18%	-	*	-	0%	0%	*	10%	7%	6%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	20%	**20%**	4%	32%	24%	-	-	-	20%	4%	*	22%	15%	13%	*
	2024	35%	30%	**30%**	23%	24%	36%	-	-	-	17%	13%	*	30%	29%	26%	*
Reading and Mathematics Including EOC	2025	39%	20%	**20%**	4%	32%	24%	-	-	-	20%	4%	*	22%	15%	13%	*
	2024	35%	30%	**30%**	23%	24%	36%	-	-	-	17%	13%	*	30%	29%	26%	*
Reading Including EOC	2025	52%	31%	**31%**	16%	39%	36%	-	-	-	20%	8%	*	31%	29%	25%	*
	2024	48%	43%	**43%**	38%	29%	52%	-	-	-	17%	13%	*	46%	38%	41%	*
Math Including EOC	2025	46%	34%	**34%**	19%	32%	46%	-	-	-	20%	12%	*	35%	29%	24%	*
	2024	42%	36%	**36%**	23%	35%	41%	-	-	-	33%	13%	*	37%	35%	30%	*
4th Graders																	
Reading and Mathematics	2025	40%	25%	**25%**	11%	13%	35%	*	-	-	40%	6%	*	33%	16%	23%	152 *
	2024	38%	30%	**30%**	11%	30%	35%	-	-	-	38%	7%	*	34%	21%	24%	20%
Reading and Mathematics Including EOC	2025	40%	25%	**25%**	11%	13%	35%	*	-	-	40%	6%	*	33%	16%	23%	*
	2024	38%	30%	**30%**	11%	30%	35%	-	-	-	38%	7%	*	34%	21%	24%	20%
Reading Including EOC	2025	54%	43%	**43%**	39%	25%	53%	*	-	-	40%	6%	*	50%	34%	40%	*
	2024	51%	39%	**39%**	20%	41%	45%	-	-	-	38%	7%	*	38%	40%	33%	30%
Math Including EOC	2025	47%	32%	**32%**	11%	31%	41%	*	-	-	40%	12%	*	38%	26%	28%	*
	2024	46%	38%	**38%**	11%	37%	45%	-	-	-	63%	10%	*	42%	29%	34%	30%
5th Graders																	
Reading and Mathematics	2025	42%	19%	**19%**	0%	11%	30%	-	-	-	17%	7%	*	22%	9%	12%	0%
	2024	42%	19%	**19%**	10%	12%	28%	-	*	-	20%	8%	*	20%	15%	14%	17%
Reading and Mathematics Including EOC	2025	42%	19%	**19%**	0%	11%	30%	-	-	-	17%	7%	*	22%	9%	12%	0%
	2024	42%	19%	**19%**	10%	12%	28%	-	*	-	20%	8%	*	20%	15%	14%	17%
Reading Including EOC	2025	58%	36%	**36%**	13%	25%	52%	-	-	-	33%	7%	*	34%	43%	30%	30%
	2024	55%	40%	**40%**	30%	38%	43%	-	*	-	40%	20%	*	43%	30%	38%	33%
Math Including EOC	2025	48%	25%	**25%**	6%	21%	32%	-	-	-	33%	7%	*	30%	9%	18%	0%
	2024	51%	21%	**21%**	15%	15%	28%	-	*	-	20%	8%	*	23%	15%	16%	17%
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2025	37%	22%	**22%**	10%	17%	30%	-	*	-	*	6%	*	26%	9%	18%	*
	2024	36%	28%	**28%**	0%	38%	25%	*	*	-	*	15%	*	32%	20%	27%	44%
Reading and Mathematics Including EOC	2025	37%	22%	**22%**	10%	17%	30%	-	*	-	*	6%	*	26%	9%	18%	*
	2024	36%	28%	**28%**	0%	38%	25%	*	*	-	*	15%	*	32%	20%	27%	44%
Reading Including EOC	2025	56%	31%	**31%**	24%	30%	36%	-	*	-	*	10%	*	34%	22%	28%	*
	2024	57%	43%	**43%**	18%	50%	43%	*	*	-	*	15%	*	50%	28%	42%	44%
Math Including EOC	2025	41%	27%	**27%**	19%	30%	30%	-	*	-	*	6%	*	33%	9%	23%	*
	2024	40%	38%	**38%**	9%	46%	35%	*	*	-	*	15%	*	45%	24%	36%	56%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	17%	**21%**	6%	18%	30%	*	*	-	20%	6%	25%	25%	13%	16%	0%
	2024	36%	22%	**27%**	11%	26%	31%	*	*	-	30%	10%	23%	29%	22%	22%	28%
Reading and Mathematics Including EOC	2025	40%	18%	**21%**	6%	18%	30%	*	*	-	20%	6%	25%	25%	13%	16%	0%
	2024	38%	23%	**27%**	11%	26%	31%	*	*	-	30%	10%	23%	29%	22%	22%	153 28%
Reading Including EOC	2025	55%	34%	**35%**	23%	30%	44%	*	*	-	25%	8%	33%	36%	32%	31%	14%
	2024	54%	37%	**41%**	27%	40%	46%	*	*	-	35%	13%	46%	44%	35%	38%	38%
Math Including EOC	2025	46%	23%	**29%**	15%	28%	37%	*	*	-	25%	9%	42%	33%	19%	23%	5%
	2024	45%	29%	**33%**	14%	33%	38%	*	*	-	48%	11%	23%	36%	27%	29%	34%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	66%	**66%**	73%	47%	72%	*	-	-	80%	41%	*	74%	57%	64%	*	100%
	2024	67%	64%	**64%**	48%	59%	70%	-	-	-	88%	52%	*	70%	53%	60%	70%	---
Grade 4 Mathematics	2025	65%	53%	**53%**	20%	56%	62%	*	-	-	70%	34%	*	60%	44%	50%	*	100%
	2024	60%	66%	**66%**	61%	63%	67%	-	-	-	81%	46%	*	67%	64%	63%	75%	---
Grade 5 ELA/Reading	2025	69%	52%	**52%**	59%	43%	54%	-	-	-	58%	26%	*	52%	52%	47%	60%	86%
	2024	70%	56%	**56%**	50%	54%	57%	-	*	-	70%	37%	*	61%	44%	53%	60%	---
Grade 5 Mathematics	2025	67%	40%	**40%**	31%	50%	37%	-	-	-	33%	33%	*	39%	43%	38%	25%	43%
	2024	65%	25%	**25%**	25%	20%	28%	-	*	-	30%	28%	*	26%	23%	23%	20%	---
Grade 6 ELA/Reading	2025	64%	46%	**46%**	29%	52%	51%	-	*	-	*	30%	*	44%	55%	45%	*	90%
	2024	61%	56%	**56%**	27%	50%	61%	*	*	-	*	45%	*	66%	33%	49%	56%	---
Grade 6 Mathematics	2025	56%	77%	**77%**	76%	91%	68%	-	*	-	*	63%	*	84%	57%	77%	*	100%
	2024	48%	72%	**72%**	73%	80%	64%	*	*	-	*	85%	*	73%	68%	69%	78%	---
All Grades Both Subjects	2025	65%	51%	**55%**	49%	56%	57%	*	*	-	62%	38%	69%	57%	51%	53%	47%	87%
	2024	64%	53%	**56%**	47%	54%	58%	*	*	-	75%	45%	56%	60%	48%	53%	64%	---
All Grades ELA/Reading	2025	67%	55%	**54%**	51%	47%	59%	*	*	-	60%	31%	69%	54%	55%	52%	53%	91%
	2024	67%	55%	**59%**	44%	55%	63%	*	*	-	85%	45%	78%	65%	45%	54%	63%	---
All Grades Mathematics	2025	64%	46%	**56%**	46%	66%	55%	*	*	-	63%	45%	69%	60%	47%	55%	41%	83%
	2024	60%	51%	**54%**	49%	54%	53%	*	*	-	65%	46%	33%	54%	52%	51%	65%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	36%	**36%**	40%	*	38%	-	-	-	*	27%	*	29%	45%	33%	*	-
	2024	38%	27%	**27%**	11%	15%	44%	-	-	-	*	29%	*	29%	20%	23%	0%	---
Grade 4 Mathematics	2025	27%	26%	**26%**	*	*	29%	-	-	-	*	17%	*	31%	21%	24%	*	-
	2024	26%	25%	**25%**	36%	9%	25%	-	-	-	*	5%	*	26%	23%	24%	20%	---
Grade 5 ELA/Reading	2025	25%	12%	**12%**	25%	15%	0%	-	-	-	*	5%	*	15%	0%	13%	17%	-
	2024	35%	8%	**8%**	13%	*	9%	-	-	-	*	15%	-	7%	10%	10%	-	---
Grade 5 Mathematics	2025	35%	11%	**11%**	14%	14%	7%	-	-	-	*	4%	*	7%	22%	13%	0%	-
	2024	41%	12%	**12%**	13%	25%	7%	-	-	-	*	13%	*	14%	8%	13%	*	---
Grade 6 ELA/Reading	2025	27%	19%	**19%**	11%	25%	18%	-	-	-	*	11%	*	23%	14%	19%	*	-
	2024	24%	25%	**25%**	0%	14%	33%	-	-	-	*	13%	*	40%	0%	11%	*	---
Grade 6 Mathematics	2025	33%	54%	**54%**	67%	62%	44%	-	-	-	*	39%	*	56%	47%	54%	*	-
	2024	27%	33%	**33%**	50%	33%	20%	-	-	-	*	13%	*	45%	20%	29%	*	---
All Grades Both Subjects	2025	33%	29%	**28%**	32%	29%	26%	-	-	-	36%	16%	57%	29%	28%	28%	18%	-
	2024	32%	24%	**22%**	21%	17%	24%	-	-	-	33%	15%	29%	26%	14%	19%	21%	---
All Grades ELA/Reading	2025	31%	27%	**21%**	23%	20%	20%	-	-	-	33%	12%	*	21%	23%	21%	22%	-
	2024	30%	20%	**21%**	9%	13%	31%	-	-	-	50%	21%	*	27%	10%	16%	11%	---
All Grades Mathematics	2025	35%	31%	**34%**	41%	35%	30%	-	-	-	38%	20%	*	35%	32%	34%	13%	-
	2024	35%	28%	**22%**	32%	21%	18%	-	-	-	17%	9%	*	25%	17%	21%	30%	---

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	59%	**62%**	-	-	-	-	-	-	52%	47%	54%	100%	-	62%	52%	-
	2024	75%	61%	**60%**	-	-	-	-	-	-	64%	69%	58%	72%	-	60%	64%	-
At Meets Grade Level or Above	2025	50%	28%	**31%**	-	-	-	-	-	-	8%	6%	9%	17%	-	32%	8%	-
	2024	48%	33%	**35%**	-	-	-	-	-	-	33%	38%	21%	50%	-	35%	33%	-
At Masters Grade Level	2025	21%	7%	**10%**	-	-	-	-	-	-	0%	0%	0%	0%	-	10%	0%	-
	2024	20%	9%	**11%**	-	-	-	-	-	-	5%	0%	3%	11%	-	12%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	63%	**64%**	-	-	-	-	-	-	57%	63%	54%	*	-	64%	57%	-
	2024	76%	65%	**66%**	-	-	-	-	-	-	62%	67%	57%	67%	-	67%	62%	-
At Meets Grade Level or Above	2025	54%	34%	**35%**	-	-	-	-	-	-	14%	13%	15%	*	-	36%	14%	-
	2024	54%	39%	**41%**	-	-	-	-	-	-	38%	50%	29%	44%	-	41%	38%	-
At Masters Grade Level	2025	23%	7%	**10%**	-	-	-	-	-	-	0%	0%	0%	*	-	10%	0%	-
	2024	22%	9%	**13%**	-	-	-	-	-	-	3%	0%	7%	0%	-	13%	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	57%	**62%**	-	-	-	-	-	-	52%	38%	62%	*	-	62%	52%	-
	2024	72%	60%	**60%**	-	-	-	-	-	-	66%	67%	57%	78%	-	60%	66%	-
At Meets Grade Level or Above	2025	45%	22%	**29%**	-	-	-	-	-	-	5%	0%	8%	*	-	31%	5%	-
	2024	43%	28%	**33%**	-	-	-	-	-	-	34%	33%	21%	56%	-	33%	34%	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	7%	**11%**	-	-	-	-	-	-	0%	0%	0%	*	-	12%	0%	-
	2024	17%	9%	**11%**	-	-	-	-	-	-	7%	0%	0%	22%	-	11%	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	60%	**52%**	-	-	-	-	-	-	40%	*	44%	-	-	53%	40%	-
	2024	75%	58%	**36%**	-	-	-	-	-	-	67%	*	60%	-	-	34%	67%	-
At Meets Grade Level or Above	2025	47%	26%	**20%**	-	-	-	-	-	-	0%	*	0%	-	-	22%	0%	-
	2024	43%	32%	**16%**	-	-	-	-	-	-	0%	*	0%	-	-	17%	0%	-
At Masters Grade Level	2025	17%	5%	**4%**	-	-	-	-	-	-	0%	*	0%	-	-	5%	0%	-
	2024	16%	10%	**9%**	-	-	-	-	-	-	0%	*	0%	-	-	10%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	51%	**55%**	-	-	-	-	-	-	47%	31%	52%	83%	-	56%	47%	-
	2024	64%	53%	**56%**	-	-	-	-	-	-	64%	*	63%	67%	-	56%	64%	-
All Grades ELA/Reading	2025	67%	55%	**54%**	-	-	-	-	-	-	53%	*	58%	*	-	54%	53%	-
	2024	67%	55%	**59%**	-	-	-	-	-	-	63%	*	69%	56%	-	59%	63%	-
All Grades Mathematics	2025	64%	46%	**56%**	-	-	-	-	-	-	41%	*	46%	*	-	57%	41%	-
	2024	60%	51%	**54%**	-	-	-	-	-	-	65%	*	58%	78%	-	52%	65%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	29%	**28%**	-	-	-	-	-	-	18%	*	23%	*	-	29%	18%	-
	2024	32%	24%	**22%**	-	-	-	-	-	-	21%	-	18%	25%	-	22%	21%	-
All Grades ELA/Reading	2025	31%	27%	**21%**	-	-	-	-	-	-	22%	*	29%	*	-	21%	22%	-
	2024	30%	20%	**21%**	-	-	-	-	-	-	11%	-	0%	*	-	23%	11%	-
All Grades Mathematics	2025	35%	31%	**34%**	-	-	-	-	-	-	13%	*	17%	*	-	35%	13%	-
	2024	35%	28%	**22%**	-	-	-	-	-	-	30%	-	33%	*	-	21%	30%	-

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	96%	100%	99%	*	*	-	100%	98%	92%	98%	99%	99%	100%
Included in Accountability	93%	94%	**93%**	95%	94%	92%	*	*	-	87%	92%	78%	98%	82%	97%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	4%	7%	*	*	-	13%	6%	14%	0%	16%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**1%**	4%	0%	1%	*	*	-	0%	2%	8%	2%	1%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	*	*	-	0%	1%	6%	1%	1%	1%	0%
Other	0%	0%	**0%**	2%	0%	0%	*	*	-	0%	1%	3%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	95%	100%	98%	*	*	-	100%	98%	93%	98%	98%	98%	100%
Included in Accountability	91%	94%	**93%**	94%	95%	92%	*	*	-	87%	93%	80%	98%	83%	96%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	4%	6%	*	*	-	13%	5%	13%	0%	15%	2%	0%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**2%**	5%	0%	2%	*	*	-	0%	2%	7%	2%	2%	2%	0%
Absent	1%	1%	**2%**	4%	0%	2%	*	*	-	0%	1%	7%	2%	2%	2%	0%
Other	0%	0%	**0%**	1%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	*	*	-	100%	98%	93%	99%	99%	99%	100%
Included in Accountability	94%	94%	**94%**	96%	94%	93%	*	*	-	87%	93%	80%	98%	83%	97%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	4%	6%	*	*	-	13%	5%	13%	0%	15%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**1%**	2%	1%	1%	*	*	-	0%	2%	7%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	**1%**	2%	0%	1%	*	*	-	0%	1%	7%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**98%**	94%	100%	98%	-	-	-	100%	100%	83%	97%	100%	99%	100%
Included in Accountability	94%	94%	**91%**	94%	93%	89%	-	-	-	86%	91%	67%	97%	74%	96%	91%
Not Included in Accountability: Mobile	4%	5%	**7%**	0%	3%	9%	-	-	-	14%	9%	17%	0%	23%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	-	-	0%	0%	0%	0%	3%	0%	9%
Not Tested	1%	1%	**2%**	6%	0%	2%	-	-	-	0%	0%	17%	3%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	6%	0%	2%	-	-	-	0%	0%	17%	3%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	94%	**95%**	94%	91%	97%	*	100%	-	100%	98%	88%	100%	87%	97%	89%
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	9%	3%	*	0%	-	0%	2%	12%	0%	12%	3%	11%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	93%	**95%**	94%	91%	97%	*	*	-	100%	99%	87%	100%	87%	97%	88%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	9%	3%	*	*	-	0%	1%	13%	0%	13%	3%	12%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	*	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**95%**	93%	91%	97%	*	*	-	100%	99%	87%	100%	86%	97%	88%
Not Included in Accountability: Mobile	5%	5%	**5%**	6%	9%	3%	*	*	-	0%	1%	13%	0%	12%	3%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	1%	0%	1%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	1%	0%	1%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**98%**	100%	93%	100%	-	*	-	100%	96%	*	100%	93%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	7%	0%	-	*	-	0%	4%	*	0%	7%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	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%	**94.0%**	94.5%	94.7%	93.5%	*	*	-	93.9%	93.3%	93.8%	96.4%
2023-24	93.6%	94.5%	**94.4%**	94.8%	95.4%	93.8%	*	*	-	93.8%	94.7%	94.1%	96.7%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**16.6%**	14.6%	10.5%	21.1%	*	*	-	12.0%	21.7%	17.3%	0.0%
2023-24	19.0%	16.5%	**15.5%**	13.7%	7.0%	20.7%	*	*	-	13.3%	14.6%	15.6%	3.0%
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	**404**	**100.0%**	**1,387**	**5,530,499**	**404**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Grade 3	106	26.2%	7.6%	7.3%	106	26.2%	7.6%	7.3%
Grade 4	86	21.3%	6.2%	7.3%	86	21.3%	6.2%	7.3%
Grade 5	111	27.5%	8.0%	7.3%	111	27.5%	8.0%	7.3%
Grade 6	101	25.0%	7.3%	7.3%	101	25.0%	7.3%	7.3%
Ethnic Distribution								
African American	88	21.8%	21.2%	12.8%	88	21.8%	21.2%	12.8%
Hispanic	94	23.3%	24.9%	53.5%	94	23.3%	24.9%	53.5%
White	200	49.5%	47.3%	24.4%	200	49.5%	47.3%	24.4%
American Indian	1	0.2%	0.7%	0.3%	1	0.2%	0.7%	0.3%
Asian	2	0.5%	0.4%	5.6%	2	0.5%	0.4%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	19	4.7%	5.5%	3.3%	19	4.7%	5.5%	3.3%
Sex								
Female	204	50.5%	48.4%	48.9%	204	50.5%	48.4%	48.8%
Male	200	49.5%	51.6%	51.1%	200	49.5%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	326	80.7%	80.2%	60.5%	326	80.7%	80.2%	60.4%
Non-Educationally Disadvantaged	78	19.3%	19.8%	39.5%	78	19.3%	19.8%	39.6%
Section 504 Students	31	7.7%	6.8%	6.8%	31	7.7%	6.8%	6.8%
EB Students/EL	22	5.4%	6.3%	24.3%	22	5.4%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.5%	2.1%				
Students w/ Dyslexia	45	11.1%	6.1%	6.4%	45	11.1%	6.1%	6.4%
Foster Care	5	1.2%	0.6%	0.2%	5	1.2%	0.6%	0.2%
Homeless	4	1.0%	1.4%	1.4%	4	1.0%	1.4%	1.4%
Immigrant	3	0.7%	1.0%	3.5%	3	0.7%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	404	100.0%	71.4%	66.6%	404	100.0%	71.4%	66.5%
Military Connected	0	0.0%	0.1%	4.1%	0	0.0%	0.1%	4.1%
At-Risk	115	28.5%	44.8%	53.5%	115	28.5%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	22	5.4%	6.1%	24.3%	22	5.4%	6.1%	24.3%
Career and Technical Education	0	0.0%	39.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	27	6.7%	5.8%	8.7%	27	6.7%	5.8%	8.7%
Special Education	114	28.2%	19.3%	15.3%	114	28.2%	19.3%	15.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**114**							
Students with Intellectual Disabilities	74	64.9%	57.3%	48.3%				
Students with Physical Disabilities	15	13.2%	12.7%	17.0%				
Students with Autism	12	10.5%	**	16.8%				
Students with Behavioral Disabilities	13	11.4%	16.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**51**	**12.5%**	**14.2%**	**16.4%**				
African American	8	2.0%	2.9%	3.3%				
Hispanic	12	2.9%	3.5%	8.9%				
White	28	6.8%	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	3	0.7%	1.5%	0.6%				
Special Ed Students who are Mobile	6	6.3%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	5	14.7%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	26	8.3%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**43**	**14.8%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	4.1%	4.1%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 3	17.2	17.2	20.1
Grade 4	21.0	21.0	20.0
Grade 5	17.5	17.5	21.3
Grade 6	24.8	24.8	19.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**42.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	32.7	77.0%	57.2%	63.8%
Teachers	28.6	67.3%	45.1%	48.3%
Professional Support	2.0	4.7%	7.0%	10.8%
Campus Administration (School Leadership)	2.1	4.9%	4.4%	3.4%
Educational Aides	9.8	23.0%	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	**11.8**	**27.9%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	6.0	20.9%	18.3%	12.8%
Hispanic	0.0	0.0%	6.4%	31.0%
White	21.6	75.6%	73.4%	52.2%
American Indian	1.0	3.5%	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	5.0	17.4%	27.5%	24.6%
Females	23.6	82.6%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	5.5%	2.4%
Bachelors	22.6	79.0%	72.7%	71.4%
Masters	6.0	21.0%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	3.5%	11.9%	7.3%
1-5 Years Experience	5.0	17.5%	36.6%	28.3%
6-10 Years Experience	4.1	14.5%	11.8%	19.7%
11-20 Years Experience	10.9	38.0%	24.4%	27.6%
21-30 Years Experience	2.6	9.1%	9.2%	14.1%
Over 30 Years Experience	5.0	17.5%	6.1%	3.0%
Number of Students per Teacher	14.1	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	2.0	2.3	5.1
Average Years Experience of Assistant Principals with District	2.0	2.3	4.3
Average Years Experience of Teachers	15.7	10.2	11.2
Average Years Experience of Teachers with District	6.9	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	$47,468	$45,400	$59,266
6-10 Years Experience	$52,497	$53,694	$62,607
11-20 Years Experience	$65,353	$65,459	$66,353
21-30 Years Experience	$64,114	$65,432	$70,976
Over 30 Years Experience	$64,381	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$59,308	$53,705	$63,751
Professional Support	$67,073	$69,981	$75,909
Campus Administration (School Leadership)	$77,407	$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	1.0	3.5%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.7	86.3%	69.1%	69.0%
Special Education	2.9	10.2%	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.)

Westwood Independent School District



Westwood Junior High School

Accountability Rating: F

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:22 PM

Mission Statement

We prepare future ready students in a positive and engaging educational environment.

Vision

Where Panthers excel today and lead tomorrow.

Value Statement

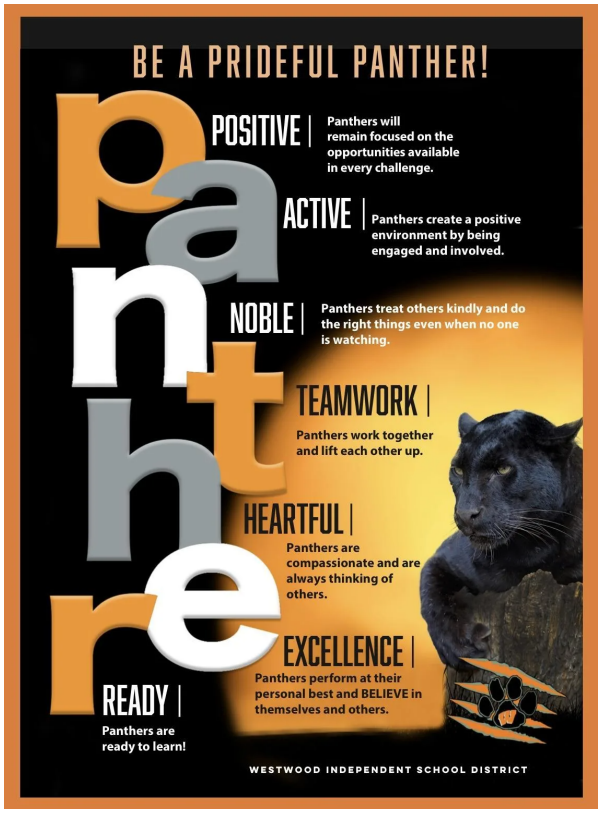


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Comprehensive Needs Assessment

Demographics

Summary

Westwood Junior High will serve students in grades 6th-8th of Westwood Independent School District in Palestine, Texas.

Campus Population

- Total Students: 284
- 6th: 77
- 7th: 103
- 8th: 104

Race and Ethnicity (From 2024-2025 TAPR)

- African American 22.5%
- Hispanic 27%
- White 46%
- Two or More Races 3.5%
- Male 55%
- Female 45%

Other populations include:

- Economically Disadvantage 80%.
- EB 5.5%
- Section 504 13%
- Special Education 20%
- Gifted and Talented 7%
- At Risk 33.5%

Attendance averaged 95.36% throughout the 2025-2026 school year.

Strengths

Westwood Junior High strives to meet the academic, social, and individual needs of all students through differentiated instruction, targeted interventions, and specialized programming. Emergent bilingual (EB) students receive classroom instruction from trained teachers, supplemental practice through Summit K12, and additional targeted support through **WIN (What I Need) for Emergent Bilingual Students**. This designated class provides additional opportunities to address individual language-development and academic needs.

Students receiving Special Education services are provided instruction in the general education setting to the greatest extent appropriate, with inclusion support provided by trained paraprofessionals and/or certified Special Education teachers based on students' Individualized Education Programs (IEPs). Students with disabilities who qualify under Section 504 receive accommodations and supports designed to provide equitable access to instruction and address their individual needs.

Westwood Junior High also provides additional academic intervention for students who demonstrate needs in Reading and/or Mathematics. **Reading Lab and Math Lab** provide targeted, accelerated instruction based on identified student needs and academic performance data. Additional intervention and support are provided during designated intervention time and through after-school tutorials.

Gifted and Talented (G/T) students have access to advanced core coursework, enrichment opportunities, and **WIN (What I Need) for G/T Students**, which provides dedicated opportunities for enrichment, extension, critical thinking, and advanced learning experiences.

Through these differentiated supports, Westwood Junior High is committed to ensuring that all students—including emergent bilingual students, students receiving Special Education or Section 504 services, students requiring academic intervention, and students identified as gifted and talented—have access to high-quality instruction and learning opportunities aligned to their individual needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus has a significant population of students who are considered at-risk, causing these students to face difficulties in both academic performance and social interactions within the school environment.	Large quantity of at-risk populations compounded by limited intervention programs and staffing to support their academic and social needs
2 ★	Limited availability of ESL- and Special Education-certified staff, combined with inconsistent specialized training, limits the campus's capacity to consistently provide targeted instructional support for EB and Special Education students.	Limited access to appropriately certified personnel and sustained, job-embedded training needed to build staff capacity in effective instructional practices for EB and Special Education students.
3 ★	Students in special programs, such as SPED, 504, GT, and ESL, demonstrate varying levels of academic need that require differentiated and targeted support.	The range and intensity of student needs requires more differentiated systems of support than can be consistently provided through Tier 1 support.

★ = Priority

Student Achievement

Summary

Westwood Junior High monitors student achievement, growth, and progress in Reading Language Arts (RLA), Mathematics, Science, and Social Studies through multiple assessment measures. Assessment data are used to identify student needs, monitor progress, adjust instruction, and determine appropriate intervention and enrichment. Data sources include TELPAS, administered annually to measure the English language proficiency of emergent bilingual students; MAP Growth assessments in Reading, Mathematics, and Science, administered three times per year; STAAR assessments in RLA, Mathematics, Science, and Social Studies, administered annually in applicable grade levels; and curriculum-based module and unit assessments administered throughout each six-week grading period. Teachers and campus leadership regularly review these data sources to identify trends across grade levels, content areas, student groups, and individual students and to make instructional decisions based on identified areas of strength and need.

Strengths

Westwood Junior High has established structures to support continuous analysis of student achievement data and responsive instructional planning. Teachers are provided a dedicated planning day each six weeks to analyze student performance, identify areas of strength and need, and internalize upcoming units and lessons. Teachers use established internalization protocols to ensure instruction and assessment are aligned to the Texas Essential Knowledge and Skills (TEKS) and district scope and sequence. Teachers of STAAR-assessed content areas receive two designated periods for planning and collaboration, providing additional opportunities to analyze student work and assessment data, align instructional practices, and respond to identified student needs.

The campus also utilizes district-adopted high-quality instructional materials and supplemental resources to support differentiated instruction, intervention, acceleration, and enrichment. Resources include Bluebonnet Learning, HMH, McGraw Hill, MAP, Summit K12, Renaissance, Zearn, TEKS Resource System, and other supplemental instructional resources as appropriate. A continued strength of the campus is its commitment to using multiple sources of student data to inform instructional decisions rather than relying on a single assessment measure. These structures allow teachers and campus leadership to monitor student progress throughout the year and adjust instruction and supports based on demonstrated student needs.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Many teachers are new-to-profession and/or coming from an alternative certification background with limited instructional expertise and classroom management.	Teacher turnover continues to increase.
2 ★	Teachers in specific areas such as special education and core areas have limited background and experience, impacting the level of support and intervention that is needed by students.	Unable to hire and retain teachers with certifications in special education and core areas, such as Math and English.
3	Since the onset of the COVID-19 pandemic, there has been a noticeable trend of complacency among students, characterized by a lack of motivation to set and achieve high expectations for themselves academically and personally.	Students struggle to connect with the material due to lack of engagement and student interest.

★ = Priority

School Culture and Climate

Summary

Westwood Junior High is a small campus serving students in grades 6–8 with approximately 50 staff members, including teachers, coaches, paraprofessionals, office personnel, and administrators. The size of the campus provides opportunities to build strong relationships among students, staff, families, and the community and to provide individualized support for students. Westwood Junior High shares several staff members with Westwood High School. As a result, staff and students may travel between the junior high and high school campuses throughout the school day, requiring the junior high master schedule to closely align with the high school schedule. Within these scheduling constraints, collaborative planning opportunities for core content teachers are prioritized whenever possible to promote instructional alignment, collective responsibility for student success, and a collaborative staff culture.

Many Westwood Junior High students reside in rural communities surrounding the city in which the campus is located and are transported to and from school by district transportation. The campus also serves transfer students whose families choose Westwood ISD for the educational opportunities, programs, and support services provided by the district.

Westwood Junior High is committed to maintaining a safe, supportive, structured, and student-centered learning environment. Through the campus-wide **"It Starts With Me"** initiative, students and staff are encouraged to take ownership of their choices, behavior, learning, and contributions to the school community. Consistent expectations, positive relationships, student accountability, and collaboration among staff and families are emphasized as essential components of a positive campus culture and climate.

Strengths

Westwood Junior High's small campus and staff size contribute to a close-knit school environment in which staff members are able to build strong relationships with one another and become familiar with the individual needs of students. These relationships help promote a sense of belonging, connection, and support for students across the campus. The close connection between Westwood Junior High and Westwood High School is also a strength. Because the campuses share staff, courses, and aligned schedules, junior high students have opportunities to become familiar with the high school campus, staff, expectations, bell schedule, and general flow of the school day. This familiarity supports a more seamless transition from junior high to high school.

Westwood Junior High and Westwood ISD also emphasize college, career, and future readiness. Students are provided opportunities for college exposure, including visits to college campuses, to increase awareness of postsecondary opportunities. Career and Technical Education (CTE) course offerings provide students with early exposure to career pathways and help students begin connecting their interests and strengths to future educational and career opportunities. Together, strong relationships, continuity between the junior high and high school campuses, and intentional college and career exposure contribute to a supportive school culture focused on student belonging, successful transitions, and preparation for future success.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	Student behavior, engagement, and ownership of learning and behavior are not consistently demonstrated across all settings and grade levels.	Inconsistent family engagement and reinforcement of campus expectations at home can limit the continuity of expectations for student behavior, accountability, engagement, and ownership between school and home.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Westwood Junior High is committed to recruiting, developing, supporting, and retaining high-quality staff members who are dedicated to meeting the academic and developmental needs of all students. The campus strives to hire certified, highly qualified teachers who demonstrate knowledge of the Texas Essential Knowledge and Skills (TEKS), research-based instructional practices, and effective classroom practices. New staff members participate in Westwood ISD's New Employee Academy to support a successful transition into the district. Additionally, teachers in their first or second year of the profession are assigned a trained mentor through the district's mentor program. Mentors have a minimum of three years of certified teaching experience and receive training in effective mentoring practices and observation and feedback using the **See It, Name It, Do It** framework. This structure provides new teachers with ongoing guidance, feedback, and support as they develop their instructional practice. Westwood Junior High teachers also receive ongoing instructional support through campus instructional coaches. Teachers participate in weekly collaborative planning with an instructional coach and their Professional Learning Community (PLC) to analyze student data, internalize instructional materials, strengthen instructional practices, and respond to student needs. District administrators and instructional coaches have received training in the **PLC at Work** model to strengthen both horizontal and vertical collaboration and promote collective responsibility for student achievement.

Through the **LIFT Grant**, Westwood ISD and Westwood Junior High partner with **Region 7 Education Service Center** to provide additional campus coaching, leadership development, and support for effective PLC implementation. This partnership provides campus leaders, instructional coaches, and teachers with job-embedded guidance designed to strengthen instructional systems, improve collaborative practices, and build campus capacity for continuous improvement.

The campus and district provide continued coaching and professional learning to support teachers in meeting certification requirements and strengthening classroom instruction. Additional professional development opportunities are provided through EduHero, Region 7 Education Service Center, district and campus professional learning, and other relevant conferences and training opportunities. Through mentoring, instructional coaching, collaborative planning, professional development, and strategic staffing supports, Westwood Junior High seeks to build staff capacity while creating conditions that support teacher effectiveness and long-term retention.

Strengths

Westwood Junior High and Westwood ISD prioritize the professional growth, development, and retention of staff by providing multiple layers of support throughout an educator's career. Teachers and paraprofessionals are encouraged to participate in relevant professional development, conferences, and training opportunities throughout the year at no personal cost when approved and aligned to campus and student needs. A strength of the district is its commitment to developing and retaining internal talent through a **grow-your-own approach**. Staff members are encouraged to pursue professional growth, additional certifications, and leadership opportunities, allowing the district to build capacity from within and develop employees for future instructional and leadership roles.

The district's **strategic staffing efforts through the LIFT Grant** provide additional structures to support teacher effectiveness and retention. Teachers in their first or second year of the profession are assigned a trained mentor with at least three years of certified teaching experience. Mentors are trained in effective mentoring practices and the **See It, Name It, Do It** observation and feedback model, providing new teachers with consistent, job-embedded support. In addition, Westwood Junior High's partnership with **Region 7 Education Service Center through the LIFT Grant** provides campus coaching and support to strengthen Professional Learning Communities (PLCs), instructional practices, and leadership capacity. Teachers also benefit from ongoing support from campus instructional coaches and weekly collaborative PLC structures focused on instructional planning, internalization, student data, and continuous improvement. These systems create multiple opportunities for teachers to receive feedback, collaborate with colleagues, strengthen instructional practices, and respond to student needs.

Westwood ISD has also implemented the **Teacher Incentive Allotment (TIA)**, providing eligible teachers with opportunities to earn additional compensation based on demonstrated effectiveness. Together, professional learning, mentoring, instructional coaching, strategic staffing, leadership development, grow-your-own practices, and financial incentives provide a comprehensive system for developing, supporting, recognizing, and retaining high-quality educators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	New teachers struggle to set high academic and behavioral expectations for their students, which can hinder student performance and overall development.	Teacher inexperience, background, as well as targeted professional development and understanding of student potential.
2	The diversity of our student body is not reflected in the diversity of our teaching staff, specifically bilingual staff.	Lack of effective recruitment and retention strategies for diverse educators.
3 ★	A significant number of teachers enter the campus with limited experience or are new to the district, creating an ongoing need for intensive instructional support and development.	Teacher turnover and the continued onboarding of new-to-profession and new-to-district teachers require sustained mentoring, coaching, professional learning, and strategic staffing structures to build and retain instructional capacity.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Westwood Junior High is committed to providing a guaranteed and viable curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) and supported by high-quality instructional materials. District-adopted curriculum resources, including Bluebonnet Learning, HMH, McGraw Hill, and other approved instructional and supplemental resources, are utilized according to content area and student need. TEKS Resource System is available as a supplemental resource to support standards alignment and instructional planning. Teachers engage in regular collaborative planning and lesson internalization to develop a deep understanding of the standards, instructional materials, learning objectives, and anticipated student responses prior to instruction. Campus instructional expectations emphasize clear learning objectives, literacy across content areas, frequent checks for understanding, actionable feedback, and bell-to-bell instruction. Teachers are expected to use student data and evidence of learning to adjust instruction, provide appropriate levels of rigor and productive struggle, and respond to individual student needs.

Westwood Junior High uses multiple measures of student performance to monitor achievement and growth. These include STAAR, TELPAS, MAP Growth, curriculum-based module and unit assessments, classroom assessments, and student work. Teachers analyze assessment results through Professional Learning Communities (PLCs), collaborative planning, and designated data-analysis opportunities to identify trends, determine instructional needs, and plan reteach, intervention, acceleration, and enrichment.

Students requiring additional academic support may receive targeted instruction through intervention structures, including Math Lab, Reading Lab, designated intervention time, and after-school tutorials. Additional targeted and differentiated learning opportunities are provided through WIN (What I Need) classes for emergent bilingual and Gifted and Talented students. Because Westwood Junior High continues to onboard teachers with varying levels of experience and familiarity with district curriculum and instructional systems, ongoing professional learning and job-embedded support remain essential. Instructional coaches, campus leadership, PLCs, district support, and Region 7 coaching provide teachers with continued assistance in curriculum implementation, lesson internalization, assessment analysis, and effective instructional practices. These systems are designed to strengthen alignment among curriculum, instruction, and assessment while promoting consistent, high-quality learning experiences for all students.

Strengths

A key strength of Westwood Junior High is the protected time and support provided for collaborative instructional planning. Teachers have regular opportunities to work with their Professional Learning Communities (PLCs) and instructional coaches to strengthen instructional practices, analyze student learning, and respond to identified needs. The campus has also developed greater consistency in instructional expectations across content areas, providing teachers with a common understanding of effective Tier 1 instruction. Continued emphasis on lesson internalization, data-informed decision making, and alignment to the TEKS has strengthened the campus's instructional focus. Another strength is the campus's ability to provide increasingly targeted academic support based on student need. The addition of Math Lab, Reading Lab, and specialized WIN (What I Need) classes has expanded opportunities for intervention, acceleration, and enrichment beyond the general classroom. Finally, Westwood Junior High benefits from multiple layers of instructional support, including campus instructional coaches, district leadership, and Region 7 Education Service Center. These partnerships provide teachers and campus leaders with ongoing coaching, feedback, and professional learning focused on continuous instructional improvement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Inexperienced staff members struggle to develop a comprehensive understanding of the curriculum, including how to effectively align assessments with the content.	Teachers have varying levels of experience and proficiency with the campus instructional expectations.
2	Teachers lack essential resources, encounter incomplete curriculum materials, or experience frequent changes in resources, which hinders their ability to effectively deliver instruction and meet the diverse learning needs of students.	Insufficient vertical and horizontal alignment of curriculum implementation, as well as support and/or encouragement for extensive teacher professional development.

★ = Priority

Family and Community Engagement

Summary

Westwood Junior High provides multiple opportunities for families and community members to remain informed, connected, and involved in the school community. The campus utilizes a variety of communication methods to ensure families have regular access to timely information regarding academics, campus events, student activities, and other important updates. Campus information is communicated through the district website, social media platforms, and ParentSquare. ParentSquare serves as a primary communication tool between the school and families, allowing campus and district staff to distribute announcements, communicate directly with parents, share information regarding upcoming events, and collect family feedback through surveys. The platform also provides families with opportunities for two-way communication with school staff.

Families and community members are encouraged to participate in campus activities throughout the school year. Athletic events, fine arts performances, academic programs, student recognition events, parent meetings, and other campus activities provide opportunities for families and community members to engage with students and staff and participate in the school community. Westwood Junior High recognizes that effective family and community engagement extends beyond sharing information. The campus continues to seek opportunities to strengthen two-way communication, increase family participation, gather stakeholder feedback, and build partnerships that support student success and a positive school community.

Strengths

A key strength of Westwood Junior High is the accessibility and frequency of communication between the campus and families. Families have multiple opportunities to receive information, communicate directly with staff, provide feedback, and remain informed about student and campus activities.

Westwood Junior High also benefits from a supportive school community that is actively involved in student activities and events. Athletic events, fine arts performances, academic programs, student recognition activities, and other campus events provide opportunities for families and community members to connect with the school and celebrate student success. The campus values family and community input and continues to provide opportunities for two-way communication and stakeholder feedback. These established relationships and communication systems provide a strong foundation for expanding meaningful family and community engagement in support of student achievement and school improvement.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parents are hesitant/reluctant to engage in collaborative efforts to develop a shared vision for our campus, resulting in limited involvement and partnership in school planning and decision-making processes.	Lack of communication and/or language barriers, as well as disconnect or distrust between parents and staff based on parents' educational experience.

★ = Priority

School Organization

Summary

Westwood Junior High is organized to promote collaboration, shared leadership, and collective responsibility for student success. Campus structures provide opportunities for teachers, instructional coaches, and administrators to work collaboratively to strengthen instruction, analyze student needs, and support continuous campus improvement. Collaborative planning is intentionally built into the master schedule whenever possible. Core content teachers have designated opportunities to work with their Professional Learning Communities (PLCs) and instructional coaches to discuss instructional practices, analyze student performance, internalize upcoming instruction, and make decisions based on identified student needs. Campus and instructional leadership teams provide additional structures for monitoring campus priorities, reviewing progress, identifying areas of need, and coordinating support.

Westwood Junior High also values shared leadership and seeks to develop leadership capacity among both staff and students. Teachers and staff members are provided opportunities to contribute to campus decision-making, assume leadership responsibilities, and participate in initiatives aligned with campus goals. The campus student leadership team provides students with opportunities to develop leadership skills, represent the student body, contribute to campus initiatives, and take an active role in improving the school community. Through collaborative structures, distributed leadership, and clearly defined systems of support, Westwood Junior High works to ensure that campus resources, personnel, and decision-making processes remain focused on student achievement and continuous improvement.

Strengths

A key organizational strength of Westwood Junior High is the intentional use of collaborative structures to support campus improvement. The master schedule prioritizes opportunities for teachers, instructional coaches, and administrators to work together, allowing campus decisions and instructional supports to remain focused on identified student and staff needs.

Westwood Junior High also benefits from a shared leadership approach in which staff members are encouraged to contribute to campus initiatives, problem-solving, and decision-making. Campus leadership structures help distribute responsibilities, develop leadership capacity, and promote collective ownership of campus goals. Student leadership and voice are additional organizational strengths. Through student leadership opportunities, students are encouraged to take an active role in campus initiatives, contribute ideas, and help improve the school community. These structures reinforce the campus-wide **“It Starts With Me”** focus on ownership, responsibility, and shared commitment to the success of Westwood Junior High.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	Teachers sometimes feel overwhelmed and have a difficult time navigating all the aspects of their role.	Teachers naturally internalize and carry the hardships of their students and colleagues. SEL has historically targeted student needs rather than educator needs.
2 ★	Teachers struggle to apply data-driven instructional practices to address specific student needs.	Adequate data-driven instructional practices have not been a formal piece of the campus professional development plan.

★ = Priority

Technology

Summary

Westwood Junior High has access to technology infrastructure and resources that support instruction, communication, student learning, and campus safety. All classrooms are equipped with Smart TVs, and all students are provided a school-issued Chromebook for educational use. Staff and students also have access to Google Workspace and other district-approved digital instructional resources and platforms.

As technology has become increasingly accessible, Westwood Junior High is refining its focus from simply incorporating technology to using technology **intentionally and purposefully**. Technology is utilized when it enhances instruction, increases access to appropriate learning resources, supports meaningful student engagement, provides opportunities for assessment and feedback, or improves instructional efficiency. The campus recognizes that technology should serve as a tool to support high-quality instruction rather than replace effective teaching practices, student discourse, collaboration, writing, problem-solving, and other meaningful learning experiences. Teachers have access to professional learning opportunities to strengthen their effective use of instructional technology, and district technology staff provide ongoing technical support for campus technology needs.

Technology also supports campus communication and safety systems. The district utilizes Raptor to communicate emergency procedures, drills, and safety information, while campus and district personnel use radios to support timely communication when needed. Through reliable technology access, professional support, and an increased emphasis on purposeful implementation, Westwood Junior High seeks to ensure technology is used effectively, responsibly, and in ways that directly support student learning and campus operations.

Strengths

A key technology strength at Westwood Junior High is consistent access to digital resources for both students and staff. The campus's 1:1 Chromebook environment, classroom technology, and district-supported digital platforms provide equitable access to tools that can support instruction, assessment, communication, and student learning. The campus also benefits from dedicated district technology personnel who provide technical support and help maintain reliable technology systems. Established digital communication and safety systems further support efficient campus operations and emergency preparedness.

Westwood Junior High is increasingly focused on the intentional use of technology rather than technology use for its own sake. This emphasis allows teachers to select digital tools when they enhance learning while continuing to prioritize effective instruction, student collaboration, discourse, writing, critical thinking, and meaningful engagement with academic content.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	A discrepancy exists in the instructional use and unrelated usage by staff and students.	Misuse of provided technology by students creates a distraction from the technology focused instruction.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	A significant number of teachers enter the campus with limited experience or are new to the district, creating an ongoing need for intensive instructional support and development.	Teacher turnover and the continued onboarding of new-to-profession and new-to-district teachers require sustained mentoring, coaching, professional learning, and strategic staffing structures to build and retain instructional capacity.
2	Many teachers are new-to-profession and/or coming from an alternative certification background with limited instructional expertise and classroom management.	Teacher turnover continues to increase.
3	Students in special programs, such as SPED, 504, GT, and ESL, demonstrate varying levels of academic need that require differentiated and targeted support.	The range and intensity of student needs requires more differentiated systems of support than can be consistently provided through Tier 1 support.
4	Limited availability of ESL- and Special Education-certified staff, combined with inconsistent specialized training, limits the campus's capacity to consistently provide targeted instructional support for EB and Special Education students.	Limited access to appropriately certified personnel and sustained, job-embedded training needed to build staff capacity in effective instructional practices for EB and Special Education students.
5	Teachers in specific areas such as special education and core areas have limited background and experience, impacting the level of support and intervention that is needed by students.	Unable to hire and retain teachers with certifications in special education and core areas, such as Math and English.
6	Inexperienced staff members struggle to develop a comprehensive understanding of the curriculum, including how to effectively align assessments with the content.	Teachers have varying levels of experience and proficiency with the campus instructional expectations.

7 ★	Teachers struggle to apply data-driven instructional practices to address specific student needs.	Adequate data-driven instructional practices have not been a formal piece of the campus professional development plan.
8 ★	Our campus has a significant population of students who are considered at-risk, causing these students to face difficulties in both academic performance and social interactions within the school environment.	Large quantity of at-risk populations compounded by limited intervention programs and staffing to support their academic and social needs
9 ★	Student behavior, engagement, and ownership of learning and behavior are not consistently demonstrated across all settings and grade levels.	Inconsistent family engagement and reinforcement of campus expectations at home can limit the continuity of expectations for student behavior, accountability, engagement, and ownership between school and home.
10 ★	Teachers sometimes feel overwhelmed and have a difficult time navigating all the aspects of their role.	Teachers naturally internalize and carry the hardships of their students and colleagues. SEL has historically targeted student needs rather than educator needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- ☑ **Student failure and/or retention rates**
- ☑ **Local diagnostic reading assessment data**
- ☑ **Local benchmark or common assessments 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] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [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] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough 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] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Westwood Junior High will strive to maintain a healthy, inviting, safe, and secure facility for the students, staff, and visitors.

Performance Objective 1

By May 2027, Westwood Junior High will maintain compliance with district and state safety expectations and demonstrate consistent implementation of campus safety procedures, as measured by safety audits, drill documentation, weekly door checks, and campus safety monitoring data.

Evaluation Data Source: Safety Audit, Weekly door check log, Discipline Records, Safety Drill Logs, Meeting Minutes, Stakeholder Surveys

Strategy 1

Schedule drills prior to the school year and provide training for all staff members with drill procedures and assigning roles to administrative teams. Administrative teams will conduct a thorough review after each drill to ensure maximum effectiveness and identify areas for improvement.

Strategy's Expected Result/Impact: Staff and students demonstrate increased preparedness and appropriate responses during emergency situations. Identified weaknesses in emergency procedures are corrected and subsequent drill performance improves.

Staff Responsible for Monitoring: Campus Law Enforcement; Campus Leadership Team

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	May

Strategy 2

Threat Assessment Team will meet, monitor, and evaluate situations as needed to ensure the safety of students, faculty and staff.

Strategy's Expected Result/Impact: Potential safety concerns are identified, assessed, documented, and addressed promptly and appropriately.

Staff Responsible for Monitoring: Campus Threat Assessment Team; Campus Counselor; Campus Leadership Team; Campus Law Enforcement

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 3

Facilities will maintain high security for visitors entering campus with additional security barriers to front entrance and library entrance and additional security cameras, as well as the addition of a campus police officer. The principal will conduct weekly door sweeps and document findings and corrective actions.

Strategy's Expected Result/Impact: Interior and exterior doors remain secured and identified security concerns are corrected promptly. Consistent implementation of visitor-management and security procedures results in a safer and more secure campus environment.

Staff Responsible for Monitoring: Campus Receptionist; Campus Leadership Team; Campus Law Enforcement

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, 100% of eligible students will be provided opportunities to participate in required physical activity and fitness assessments in accordance with district and state expectations.

Evaluation Data Source: FitnessGram documentation

Strategy 1

Required student fitness assessments will be conducted at the beginning of the year and the end of the year.

Strategy's Expected Result/Impact: Eligible students complete required fitness assessments and the campus maintains accurate student fitness data.

Staff Responsible for Monitoring: PE Teachers/Coaches; Campus Principal; Assistant Principals; District PEIMS

Formative Reviews

November	February	May

Performance Objective 3 ☑ High Priority

By May 2027, Westwood Junior High will achieve at least 90% fidelity of implementation of established schoolwide routines across arrival, hallway transitions, cafeteria, dismissal, and other identified common areas.

Evaluation Data Source: SWR rubrics/trackers, BOY training documentation, refresher training documentation, ILT agendas, SWR minute-by-minute plans, discipline data.

Strategy 1

Train all staff on established schoolwide routines and adult responsibilities at the beginning of the year. Provide targeted refresher training, modeling, or professional development based on identified implementation gaps, as needed.

Strategy's Expected Result/Impact: Staff demonstrate a common understanding of expectations, assigned responsibilities, and procedures for each schoolwide routine. Fidelity of identified schoolwide routines increases following targeted staff support and reteaching.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Campus Leadership Team

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Collect and analyze SWR implementation data regularly to identify trends, strengths, and areas requiring improvement in order to establish campus-specific action steps..

Strategy's Expected Result/Impact: Schoolwide routine decisions and interventions are based on documented implementation trends rather than isolated incidents.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Campus Leadership Team/ ILT

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal 2 Westwood Junior High will strengthen the capacity of campus instructional leaders.

Performance Objective 1 ☑ High Priority

Campus ILT will consistently implement a performance management cycle in which multiple data sources are analyzed to identify priority areas, establish measurable action steps, and monitor progress toward campus and district goals, as evidenced by weekly ILT documentation and quarterly progress monitoring.

Evaluation Data Source: ILT agendas/minutes, campus performance management tracker, assessment data, walkthrough data, PLC observation data, discipline data, SWR data.

Strategy 1

Conduct weekly ILT performance management meetings to analyze student achievement, walkthrough, PLC, curriculum implementation, assessment, discipline, and schoolwide routine data.

Strategy's Expected Result/Impact: Campus instructional and operational decisions are consistently driven by current data and identified trends rather than isolated events or assumptions.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Strategy 2

Use identified data trends to determine campus instructional priorities, PLC focuses, coaching needs, professional development, and leadership actions.

Strategy's Expected Result/Impact: Campus resources, coaching, PLCs, and professional learning are strategically aligned to the highest-leverage needs identified through campus data.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Strategy 3

Participate in district/DCSI performance management coaching and calibration cycles to strengthen principal and ILT capacity to analyze data, identify high-leverage priorities, and monitor implementation.

Strategy's Expected Result/Impact: Campus leaders demonstrate increased capacity to independently analyze data, identify root causes, establish high-leverage action steps, and monitor progress.

Staff Responsible for Monitoring: Campus Principal; DCSI/Performance Manager; District Instructional Leadership

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

November	February	May

Strategy 4

Ensure all first- and second-year teachers are assigned a trained mentor with at least three years of certified teaching experience. Mentors will provide ongoing support to assigned teachers and utilize their training in mentoring practices and the See It, Name It, Do It observation and feedback model to strengthen teacher effectiveness and instructional practice, which will be monitored for effectiveness and campus leadership will provide additional supports when needs are identified.

Strategy's Expected Result/Impact: First- and second-year teachers will receive consistent, job-embedded support from trained, experienced mentors, resulting in increased teacher capacity, stronger instructional practices, successful implementation of campus and district expectations, and improved teacher retention.

Staff Responsible for Monitoring: Campus Principal; District Strategic Staffing/Mentor Program Coordinator; Assigned Mentors

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	February	May

Goal 3 Westwood Junior High will develop strong Tier 1 instruction through Observation and Feedback.

Performance Objective 1 ☑ High Priority

By May 2027, 90% of teachers will demonstrate consistent implementation of identified district and campus instructional expectations, as measured by district-aligned walkthrough data and observation-feedback monitoring trends.

Evaluation Data Source: District walkthrough tool, observation-feedback tracker, coaching artifacts, calibration data.

Strategy 1

Conduct regular walkthroughs using the district-aligned walkthrough tool, with intentional monitoring of RBIS and identified campus instructional priorities. Provide teachers timely, actionable feedback using the See It, Name It, Do It model.

Strategy's Expected Result/Impact: Increased consistency and fidelity of district and campus instructional expectations across classrooms, including evidence-based Tier 1 instructional practices.Teachers receive clear, bite-sized action steps that result in measurable improvement in instructional practice.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Analyze campus-wide walkthrough trends during ILT meetings to determine coaching, PLC, and professional development priorities.

Strategy's Expected Result/Impact: Walkthrough data results in targeted campus responses to identified instructional trends and teacher needs.

Staff Responsible for Monitoring: ILT

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 3 ☑ Targeted Support Strategy

Use disaggregated student achievement data in conjunction with walkthrough and observation data to identify classrooms, content areas, and instructional practices requiring targeted coaching to improve outcomes for identified student groups.

Strategy's Expected Result/Impact: Teachers serving identified under performing student groups receive targeted instructional coaching based on both student outcome and classroom implementation data, resulting in improved Tier 1 instruction and reduced achievement gaps.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Performance Objective 2 ☑ High Priority

By May 2027, 90% of core content classrooms will demonstrate fidelity to district-adopted HQIM and applicable RBIS practices, as measured by walkthroughs, PLC observations, and teacher internalization artifacts.

Evaluation Data Source: Walkthrough tools, teacher internalization artifacts, PLC observation tools, HQIM implementation monitoring.

Strategy 1

Monitor fidelity of implementation of Bluebonnet Math, HMH Reading/Science, and McGraw Hill Social Studies, as well as RBIS practices.

Strategy's Expected Result/Impact: Increased consistency in implementation of district-adopted curriculum and alignment of classroom instruction to grade-level standards. Increased fidelity of RBIS practices and stronger evidence-based Tier 1 instruction in Math and RLA classrooms.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach; District Leaders

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	February	May

Strategy 2

Review teacher unit and lesson internalization artifacts to identify implementation strengths and gaps. Identify and target teachers requiring additional modeling, coaching, rehearsal, or support.

Strategy's Expected Result/Impact: Teachers demonstrate increased preparedness and understanding of lesson purpose, rigor, misconceptions, instructional moves, and expected student outcomes prior to instruction. Instructional support is differentiated based on teacher need, resulting in improved classroom implementation.

Staff Responsible for Monitoring: Campus Principal; Assistant Principals; Instructional Coach

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	February	May

Goal 4 Westwood Junior High will implement effective, data-driven PLCs that respond to student needs.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of core content PLCs will consistently demonstrate the identified components of an effective PLC cycle, including intentional planning, HQIM internalization, lesson rehearsal when appropriate, analysis of student work/data, and documented instructional action steps, as measured by PLC observation tools and PLC artifacts.

Evaluation Data Source: PLC observation tool, PLC calendars, agendas, internalization artifacts, rehearsal artifacts, student work analysis protocols.

Strategy 1 ☑ Targeted Support Strategy

Develop PLC calendars 4-6 weeks in advance based on identified teacher and student needs. Use student achievement data, student work, walkthrough trends, HQIM implementation data, and disaggregated student-group data to determine upcoming PLC focuses, with intentional attention to identified achievement gaps and student groups not meeting Closing the Gaps targets.

Strategy's Expected Result/Impact: PLC time is purposeful, proactive, and aligned to upcoming instruction and identified campus needs. PLC content responds directly to demonstrated student and teacher needs rather than following a predetermined sequence disconnected from current data.

Staff Responsible for Monitoring: Campus Principal; Instructional Coach; Assistant Principal

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Strategy 2

Utilize PLC structures appropriate to identified needs, including Unit Internalization, Lesson Internalization, Lesson Rehearsal, and Student Work/Data Analysis. Campus and district leaders will provide feedback to PLC facilitators and teachers.

Strategy's Expected Result/Impact: PLCs directly strengthen teacher planning, instructional delivery, and responsiveness to student learning needs. PLC quality and fidelity increase throughout the school year based on regular monitoring and feedback.

Staff Responsible for Monitoring: Instructional Coach; Campus Principal; Assistant Principal; District Instructional Leaders

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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 ☑ High Priority

By May 2027, 100% of core content teams will analyze district assessment and student work data within established district timelines and document instructional responses to identified student misconceptions and learning gaps.

Evaluation Data Source: Assessment data, data analysis protocols, PLC artifacts, student work samples, reteach plans, walkthrough data.

Strategy 1 ☑ Targeted Support Strategy

Utilize a consistent student work and data-analysis protocol following district assessments to analyze overall performance and disaggregated student-group performance, with specific attention to student groups identified through Closing the Gaps and Targeted Support data. Teams will identify achievement gaps, determine root causes, develop targeted instructional responses, and monitor subsequent student performance to determine effectiveness.

Strategy's Expected Result/Impact: Achievement gaps between identified student groups and established performance targets decrease as instructional responses are intentionally differentiated based on disaggregated student performance.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Coach; Core Content Teachers; Special Program Staff as applicable

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	February	May

Goal 5 Westwood Junior High will increase parent and community engagement.

Performance Objective 1

By May 2027, Westwood Junior High will increase parent and community engagement, as measured by participation in campus events, stakeholder committees, ParentSquare engagement, surveys, and other campus engagement data.

Evaluation Data Source: Campus calendar, sign-in sheets, ParentSquare analytics, social media analytics, stakeholder surveys, committee participation.

Strategy 1

Conduct the annual Title I parent meeting and communicate parents' rights and opportunities for involvement.

Strategy's Expected Result/Impact: Families demonstrate increased awareness of Title I requirements, available resources, and opportunities to participate in their child's education.

Staff Responsible for Monitoring: Campus Principal; District Federal & Special Programs Staff; Campus Leadership Team

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Utilize ParentSquare, the campus website, and social media to promote campus events, celebrations, programs, and opportunities for involvement. Use these platforms to collect stakeholder feedback to identify opportunities to strengthen family-school partnerships.

Strategy's Expected Result/Impact: Increased family awareness, communication engagement, and participation in campus activities. Campus engagement efforts are adjusted based on stakeholder needs, perceptions, and feedback.

Staff Responsible for Monitoring: Campus Principal; Campus Leadership Team; Designated Campus Communication Staff

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, 100% of students will participate in structured college, career, and high school readiness experiences designed to increase awareness of postsecondary pathways and connect current academic achievement to future educational and career opportunities.

Evaluation Data Source: College/career activity documentation, student participation records, counselor records, CTE documentation, campus event records, student surveys/reflections.

Strategy 1

Provide grade-appropriate college, career, and high school readiness experiences through guest speakers, career days, college/career research, campus visits, virtual experiences, partnerships with local businesses, colleges, and community organizations, and intentional 8th-grade transition activities that expose students to high school graduation requirements, CTE programs of study, endorsements, advanced coursework, and extracurricular opportunities.

Strategy's Expected Result/Impact: Students increase awareness of postsecondary opportunities and can identify connections between academic success, personal interests, and future education/career pathways.

Staff Responsible for Monitoring: Counselor, Principal, CTE Teachers, CTE Director, District Federal Programs

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal Tables

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	3	Use disaggregated student achievement data in conjunction with walkthrough and observation data to identify classrooms, content areas, and instructional practices requiring targeted coaching to improve outcomes for identified student groups.
4	1	1	Develop PLC calendars 4-6 weeks in advance based on identified teacher and student needs. Use student achievement data, student work, walkthrough trends, HQIM implementation data, and disaggregated student-group data to determine upcoming PLC focuses, with intentional attention to identified achievement gaps and student groups not meeting Closing the Gaps targets.
4	2	1	Utilize a consistent student work and data-analysis protocol following district assessments to analyze overall performance and disaggregated student-group performance, with specific attention to student groups identified through Closing the Gaps and Targeted Support data. Teams will identify achievement gaps, determine root causes, develop targeted instructional responses, and monitor subsequent student performance to determine effectiveness.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Jeanette Gatica	Instructional Coach	Curriculum and Instruction	1
Kedranea Addison	Paraprofessional	Instruction	1

Plan Notes

Plan Notes

The implementation of the Westwood Junior High Campus Improvement Plan will be monitored through an ongoing performance management process led by the **campus principal, assistant principals, instructional coach, and Instructional Leadership Team (ILT)**, with support from district instructional leaders and other designated staff as applicable. The ILT will review multiple sources of implementation and outcome data, including student achievement data, walkthrough and observation data, PLC implementation, HQIM and RBIS fidelity, schoolwide routine data, discipline data, and other evidence aligned to the performance objectives and strategies.

Progress will be monitored continuously throughout the school year, with data reviewed during weekly ILT performance management meetings and formal formative reviews conducted in **November, February, and May**. The ILT will use identified trends to determine whether strategies are producing the intended results and to establish or adjust measurable action steps, professional development, coaching, PLC priorities, and other campus supports as needed.

Progress will be documented through **ILT agendas and minutes, the campus performance management tracker, assessment and student-work analysis, walkthrough and observation-feedback trackers, PLC calendars and artifacts, schoolwide routine monitoring tools, and other strategy-specific evidence**.Campus leadership will use these structures to communicate progress and identified next steps to staff and other stakeholders through **staff and leadership meetings, PLCs, campus committees, ParentSquare, the campus website, social media, and stakeholder feedback opportunities** .

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 J H

Campus Number: 001908041

2025 Campus Accountability Score: F

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	58%	**58%**	33%	64%	67%	-	-	-	*	6%	*	57%	60%	55%	*
	2024	74%	55%	**55%**	37%	54%	62%	-	-	-	75%	11%	*	53%	59%	53%	20%
At Meets Grade Level or Above	2025	54%	31%	**31%**	11%	45%	33%	-	-	-	*	6%	*	33%	24%	29%	*
	2024	54%	29%	**29%**	26%	25%	35%	-	-	-	25%	6%	*	31%	26%	26%	0%
At Masters Grade Level	2025	27%	8%	**8%**	0%	9%	12%	-	-	-	*	0%	*	12%	0%	6%	*
	2024	29%	10%	**10%**	11%	7%	12%	-	-	-	13%	0%	*	10%	11%	12%	0%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	27%	**27%**	7%	41%	32%	-	-	-	*	13%	*	26%	30%	27%	*
	2024	56%	32%	**32%**	13%	42%	36%	-	-	-	17%	11%	*	31%	33%	27%	20%
At Meets Grade Level or Above	2025	33%	8%	**8%**	0%	18%	7%	-	-	-	*	6%	*	12%	0%	8%	*
	2024	34%	8%	**8%**	0%	8%	14%	-	-	-	0%	5%	*	12%	0%	6%	229 20%
At Masters Grade Level	2025	11%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
	2024	11%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	68%	**68%**	33%	73%	80%	-	-	-	86%	35%	*	68%	68%	62%	83%
	2024	81%	65%	**65%**	55%	57%	75%	-	-	-	*	21%	*	65%	66%	63%	50%
At Meets Grade Level or Above	2025	58%	36%	**36%**	17%	33%	46%	-	-	-	57%	5%	*	37%	35%	34%	0%
	2024	56%	31%	**31%**	23%	13%	43%	-	-	-	*	0%	*	32%	29%	28%	20%
At Masters Grade Level	2025	32%	8%	**8%**	4%	3%	12%	-	-	-	14%	0%	*	9%	5%	7%	0%
	2024	29%	7%	**7%**	0%	0%	13%	-	-	-	*	0%	*	6%	9%	6%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	47%	**47%**	21%	56%	52%	-	-	-	60%	19%	*	55%	31%	43%	20%
	2024	72%	57%	**57%**	54%	63%	52%	-	-	-	80%	36%	*	63%	45%	55%	63%
At Meets Grade Level or Above	2025	47%	10%	**10%**	0%	13%	15%	-	-	-	0%	5%	*	14%	3%	8%	0%
	2024	43%	24%	**24%**	21%	17%	27%	-	-	-	40%	0%	*	25%	21%	24%	0%
At Masters Grade Level	2025	18%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
	2024	16%	9%	**9%**	8%	8%	9%	-	-	-	20%	0%	*	11%	6%	9%	0%
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	74%	40%	**40%**	25%	27%	55%	-	-	-	71%	15%	*	40%	41%	36%	0%
	2024	70%	47%	**47%**	36%	30%	57%	-	-	-	*	14%	*	48%	46%	44%	10%
At Meets Grade Level or Above	2025	48%	13%	**13%**	8%	9%	18%	-	-	-	14%	5%	*	18%	3%	10%	0%
	2024	44%	21%	**21%**	18%	13%	27%	-	-	-	*	0%	*	23%	17%	20%	10%
At Masters Grade Level	2025	19%	1%	**1%**	0%	0%	3%	-	-	-	0%	0%	*	1%	0%	1%	0%
	2024	17%	2%	**2%**	0%	0%	4%	-	-	-	*	0%	*	1%	3%	1%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	15%	**15%**	13%	12%	19%	-	-	-	14%	5%	*	16%	14%	15%	0%
	2024	60%	30%	**30%**	29%	22%	34%	-	-	-	*	7%	*	33%	24%	27%	30%
At Meets Grade Level or Above	2025	32%	6%	**6%**	4%	6%	7%	-	-	-	0%	5%	*	6%	6%	5%	0%
	2024	33%	7%	**7%**	0%	4%	11%	-	-	-	*	0%	*	7%	6%	6%	10%
At Masters Grade Level	2025	17%	1%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%
	2024	17%	1%	**1%**	0%	0%	2%	-	-	-	*	0%	*	1%	0%	0%	230 0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	62%	**70%**	*	67%	63%	-	-	-	*	-	-	73%	60%	69%	*
	2024	81%	73%	**91%**	*	*	100%	-	-	-	-	-	*	87%	100%	93%	*
At Meets Grade Level or Above	2025	45%	14%	**35%**	*	50%	25%	-	-	-	*	-	-	40%	20%	31%	*
	2024	43%	24%	**48%**	*	*	50%	-	-	-	-	-	*	53%	38%	60%	*
At Masters Grade Level	2025	27%	3%	**5%**	*	0%	13%	-	-	-	*	-	-	7%	0%	6%	*
	2024	24%	8%	**17%**	*	*	17%	-	-	-	-	-	*	27%	0%	20%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	59%	**44%**	24%	45%	52%	-	-	-	53%	16%	33%	46%	41%	41%	25%
	2024	75%	61%	**50%**	39%	45%	57%	-	-	-	54%	16%	58%	51%	48%	47%	36%
At Meets Grade Level or Above	2025	50%	28%	**18%**	8%	20%	22%	-	-	-	18%	5%	11%	21%	12%	16%	0%
	2024	48%	33%	**21%**	15%	15%	28%	-	-	-	14%	2%	8%	23%	18%	20%	14%
At Masters Grade Level	2025	21%	7%	**3%**	1%	2%	5%	-	-	-	3%	1%	0%	4%	1%	3%	0%
	2024	20%	9%	**5%**	3%	3%	7%	-	-	-	7%	0%	0%	6%	5%	5%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	63%	**63%**	33%	69%	73%	-	-	-	70%	22%	*	63%	65%	59%	50%
	2024	76%	65%	**61%**	46%	55%	70%	-	-	-	64%	16%	*	60%	63%	58%	40%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	34%	**34%**	14%	38%	40%	-	-	-	40%	6%	*	35%	31%	32%	0%
	2024	54%	39%	**30%**	24%	20%	40%	-	-	-	18%	3%	*	31%	27%	27%	13%
At Masters Grade Level	2025	23%	7%	**8%**	2%	5%	12%	-	-	-	10%	0%	*	10%	3%	7%	0%
	2024	22%	9%	**8%**	5%	4%	12%	-	-	-	9%	0%	*	8%	10%	9%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	57%	**43%**	21%	53%	46%	-	-	-	50%	16%	*	47%	33%	40%	30%
	2024	72%	60%	**51%**	39%	53%	57%	-	-	-	45%	21%	*	53%	48%	48%	53%
At Meets Grade Level or Above	2025	45%	22%	**12%**	2%	18%	13%	-	-	-	10%	5%	*	16%	3%	11%	0%
	2024	43%	28%	**21%**	12%	16%	28%	-	-	-	18%	3%	*	23%	16%	20%	20%
At Masters Grade Level	2025	20%	7%	**1%**	0%	0%	1%	-	-	-	0%	0%	*	1%	0%	1%	0%
	2024	17%	9%	**7%**	5%	6%	8%	-	-	-	9%	0%	*	8%	3%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	60%	**40%**	25%	27%	55%	-	-	-	71%	15%	*	40%	41%	36%	0% 231
	2024	75%	58%	**47%**	36%	30%	57%	-	-	-	*	14%	*	48%	46%	44%	10%
At Meets Grade Level or Above	2025	47%	26%	**13%**	8%	9%	18%	-	-	-	14%	5%	*	18%	3%	10%	0%
	2024	43%	32%	**21%**	18%	13%	27%	-	-	-	*	0%	*	23%	17%	20%	10%
At Masters Grade Level	2025	17%	5%	**1%**	0%	0%	3%	-	-	-	0%	0%	*	1%	0%	1%	0%
	2024	16%	10%	**2%**	0%	0%	4%	-	-	-	*	0%	*	1%	3%	1%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	53%	**15%**	13%	12%	19%	-	-	-	14%	5%	*	16%	14%	15%	0%
	2024	78%	57%	**30%**	29%	22%	34%	-	-	-	*	7%	*	33%	24%	27%	30%
At Meets Grade Level or Above	2025	50%	23%	**6%**	4%	6%	7%	-	-	-	0%	5%	*	6%	6%	5%	0%
	2024	51%	27%	**7%**	0%	4%	11%	-	-	-	*	0%	*	7%	6%	6%	10%
At Masters Grade Level	2025	27%	5%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%
	2024	27%	6%	**1%**	0%	0%	2%	-	-	-	*	0%	*	1%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2025	36%	13%	**13%**	0%	32%	10%	-	-	-	*	6%	*	19%	0%	13%	*
	2024	35%	18%	**18%**	16%	11%	27%	-	-	-	13%	6%	*	20%	15%	17%	0%
Reading and Mathematics Including EOC	2025	38%	13%	**13%**	0%	32%	10%	-	-	-	*	6%	*	19%	0%	13%	*
	2024	36%	18%	**18%**	16%	11%	27%	-	-	-	13%	6%	*	20%	15%	17%	0%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2025	54%	31%	**31%**	11%	45%	33%	-	-	-	*	6%	*	33%	24%	29%	*
	2024	54%	29%	**29%**	26%	25%	35%	-	-	-	25%	6%	*	31%	26%	26%	0%
Math Including EOC	2025	43%	16%	**16%**	0%	32%	15%	-	-	-	*	6%	*	22%	0%	14%	*
	2024	40%	24%	**24%**	16%	21%	29%	-	-	-	25%	5%	*	26%	19%	22%	20%
8th Graders																	
Reading and Mathematics	2025	30%	3%	**3%**	0%	0%	9%	-	-	-	0%	5%	*	4%	3%	3%	0%
	2024	28%	9%	**9%**	10%	0%	13%	-	-	-	*	0%	*	11%	4%	8%	0%
Reading and Mathematics Including EOC	2025	44%	9%	**9%**	0%	9%	12%	-	-	-	14%	5%	*	10%	5%	8%	0%
	2024	41%	15%	**15%**	9%	4%	23%	-	-	-	*	0%	*	17%	11%	15%	10%
Reading Including EOC	2025	59%	36%	**36%**	17%	33%	46%	-	-	-	57%	5%	*	37%	35%	34%	0%
	2024	57%	31%	**31%**	23%	13%	43%	-	-	-	*	0%	*	32%	29%	28%	20%
Math Including EOC	2025	51%	8%	**8%**	0%	9%	12%	-	-	-	14%	5%	*	10%	5%	8%	0%
	2024	49%	18%	**18%**	9%	9%	27%	-	-	-	*	0%	*	20%	14%	19%	20%
3rd - 8th Graders																	232
Reading and Mathematics	2025	38%	17%	**8%**	0%	14%	10%	-	-	-	0%	6%	*	12%	2%	7%	0%
	2024	36%	22%	**14%**	13%	6%	20%	-	-	-	9%	3%	*	16%	9%	13%	0%
Reading and Mathematics Including EOC	2025	40%	18%	**11%**	0%	18%	11%	-	-	-	10%	6%	*	14%	3%	10%	0%
	2024	38%	23%	**17%**	12%	8%	25%	-	-	-	9%	3%	*	18%	13%	16%	7%
Reading Including EOC	2025	55%	34%	**34%**	14%	38%	40%	-	-	-	40%	6%	*	35%	31%	32%	0%
	2024	54%	37%	**30%**	24%	20%	40%	-	-	-	18%	3%	*	31%	27%	27%	13%
Math Including EOC	2025	46%	23%	**12%**	0%	18%	13%	-	-	-	10%	5%	*	16%	3%	11%	0%
	2024	45%	29%	**21%**	12%	16%	28%	-	-	-	18%	3%	*	23%	16%	20%	20%

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 7 ELA/Reading	2025	64%	42%	**42%**	36%	43%	46%	-	-	-	*	13%	*	43%	38%	43%	*	86%
	2024	66%	44%	**44%**	47%	34%	52%	-	-	-	38%	24%	*	42%	48%	40%	10%	---
Grade 7 Mathematics	2025	50%	24%	**24%**	20%	38%	20%	-	-	-	*	19%	*	21%	30%	27%	*	-
	2024	49%	21%	**21%**	17%	23%	20%	-	-	-	25%	18%	*	24%	13%	22%	20%	---
Grade 8 ELA/Reading	2025	72%	62%	**62%**	33%	61%	78%	-	-	-	71%	47%	*	67%	52%	59%	80%	67%
	2024	69%	40%	**40%**	43%	37%	41%	-	-	-	*	7%	*	38%	42%	42%	45%	---
Grade 8 Mathematics	2025	68%	34%	**34%**	26%	32%	36%	-	-	-	70%	33%	*	38%	26%	34%	*	7%
	2024	66%	74%	**74%**	78%	75%	69%	-	-	-	100%	71%	*	78%	66%	72%	75%	---
End of Course Algebra I	2025	74%	44%	**11%**	*	17%	14%	-	-	-	*	-	-	15%	0%	13%	*	17%
	2024	72%	45%	**30%**	*	*	28%	-	-	-	-	-	*	33%	25%	37%	*	---
All Grades Both Subjects	2025	65%	51%	**41%**	28%	43%	45%	-	-	-	43%	29%	36%	43%	35%	41%	39%	44%
	2024	64%	53%	**45%**	48%	43%	45%	-	-	-	45%	29%	44%	46%	44%	45%	47%	---
All Grades ELA/Reading	2025	67%	55%	**53%**	34%	54%	62%	-	-	-	50%	31%	*	56%	46%	52%	44%	77%
	2024	67%	55%	**42%**	45%	35%	45%	-	-	-	32%	16%	*	40%	45%	41%	33%	---
All Grades Mathematics	2025	64%	46%	**28%**	22%	32%	28%	-	-	-	35%	27%	*	30%	25%	29%	33%	12%
	2024	60%	51%	**49%**	51%	50%	45%	-	-	-	59%	41%	*	52%	42%	50%	60%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 7 ELA/Reading	2025	25%	10%	**10%**	17%	0%	8%	-	-	-	-	0%	*	6%	17%	11%	*	-
	2024	23%	15%	**15%**	10%	0%	38%	-	-	-	*	7%	*	11%	25%	14%	*	---
Grade 7 Mathematics	2025	16%	14%	**14%**	11%	14%	18%	-	-	-	*	8%	*	7%	23%	12%	*	-
	2024	14%	5%	**5%**	0%	0%	20%	-	-	-	*	0%	-	0%	14%	5%	*	---
Grade 8 ELA/Reading	2025	40%	39%	**39%**	24%	43%	54%	-	-	-	*	33%	-	44%	25%	32%	*	-
	2024	34%	22%	**22%**	29%	14%	25%	-	-	-	*	0%	*	15%	43%	22%	*	---
Grade 8 Mathematics	2025	42%	22%	**22%**	11%	27%	24%	-	-	-	*	16%	*	30%	6%	22%	*	-
	2024	44%	39%	**39%**	40%	47%	29%	-	-	-	*	38%	*	44%	29%	37%	57%	---
All Grades Both Subjects	2025	33%	29%	**23%**	16%	26%	26%	-	-	-	43%	16%	*	27%	16%	21%	29%	-
	2024	32%	24%	**26%**	23%	25%	28%	-	-	-	29%	13%	*	24%	28%	24%	29%	---
All Grades ELA/Reading	2025	31%	27%	**28%**	21%	30%	32%	-	-	-	*	19%	*	31%	21%	23%	43%	-
	2024	30%	20%	**19%**	18%	7%	30%	-	-	-	*	4%	*	13%	33%	18%	0%	---
All Grades Mathematics	2025	35%	31%	**20%**	11%	23%	22%	-	-	-	40%	13%	*	24%	13%	18%	14%	-
	2024	35%	28%	**30%**	26%	36%	27%	-	-	-	40%	22%	*	33%	25%	28%	50%	---

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	59%	**44%**	-	-	-	-	-	-	25%	25%	-	25%	-	45%	25%	-
	2024	75%	61%	**50%**	-	-	-	-	-	-	35%	-	20%	35%	*	51%	36%	-
At Meets Grade Level or Above	2025	50%	28%	**18%**	-	-	-	-	-	-	0%	0%	-	0%	-	19%	0%	-
	2024	48%	33%	**21%**	-	-	-	-	-	-	15%	-	10%	15%	*	22%	14%	-
At Masters Grade Level	2025	21%	7%	**3%**	-	-	-	-	-	-	0%	0%	-	0%	-	3%	0%	-
	2024	20%	9%	**5%**	-	-	-	-	-	-	2%	-	0%	2%	*	6%	2%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	63%	**63%**	-	-	-	-	-	-	50%	*	-	83%	-	64%	50%	-
	2024	76%	65%	**61%**	-	-	-	-	-	-	36%	-	20%	36%	*	62%	40%	-
At Meets Grade Level or Above	2025	54%	34%	**34%**	-	-	-	-	-	-	0%	*	-	0%	-	36%	0%	-
	2024	54%	39%	**30%**	-	-	-	-	-	-	14%	-	0%	14%	*	31%	13%	-
At Masters Grade Level	2025	23%	7%	**8%**	-	-	-	-	-	-	0%	*	-	0%	-	8%	0%	-
	2024	22%	9%	**8%**	-	-	-	-	-	-	0%	-	0%	0%	*	9%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	57%	**43%**	-	-	-	-	-	-	30%	*	-	17%	-	43%	30%	-
	2024	72%	60%	**51%**	-	-	-	-	-	-	50%	-	20%	50%	*	51%	53%	-
At Meets Grade Level or Above	2025	45%	22%	**12%**	-	-	-	-	-	-	0%	*	-	0%	-	13%	0%	-
	2024	43%	28%	**21%**	-	-	-	-	-	-	21%	-	20%	21%	*	21%	20%	-

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	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	7%	**1%**	-	-	-	-	-	-	0%	*	-	0%	-	1%	0%	-
	2024	17%	9%	**7%**	-	-	-	-	-	-	7%	-	0%	7%	*	7%	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	60%	**40%**	-	-	-	-	-	-	0%	-	-	0%	-	43%	0%	-
	2024	75%	58%	**47%**	-	-	-	-	-	-	11%	-	-	11%	*	51%	10%	-
At Meets Grade Level or Above	2025	47%	26%	**13%**	-	-	-	-	-	-	0%	-	-	0%	-	13%	0%	-
	2024	43%	32%	**21%**	-	-	-	-	-	-	11%	-	-	11%	*	22%	10%	-
At Masters Grade Level	2025	17%	5%	**1%**	-	-	-	-	-	-	0%	-	-	0%	-	1%	0%	-
	2024	16%	10%	**2%**	-	-	-	-	-	-	0%	-	-	0%	*	2%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	53%	**15%**	-	-	-	-	-	-	0%	-	-	0%	-	16%	0%	-
	2024	78%	57%	**30%**	-	-	-	-	-	-	33%	-	-	33%	*	30%	30%	-
At Meets Grade Level or Above	2025	50%	23%	**6%**	-	-	-	-	-	-	0%	-	-	0%	-	6%	0%	-
	2024	51%	27%	**7%**	-	-	-	-	-	-	11%	-	-	11%	*	6%	10%	-
At Masters Grade Level	2025	27%	5%	**1%**	-	-	-	-	-	-	0%	-	-	0%	-	1%	0%	-
	2024	27%	6%	**1%**	-	-	-	-	-	-	0%	-	-	0%	*	1%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	51%	**41%**	-	-	-	-	-	-	39%	13%	-	60%	-	41%	39%	-
	2024	64%	53%	**45%**	-	-	-	-	-	-	46%	-	15%	46%	*	45%	47%	-
All Grades ELA/Reading	2025	67%	55%	**53%**	-	-	-	-	-	-	44%	*	-	80%	-	53%	44%	-
	2024	67%	55%	**42%**	-	-	-	-	-	-	36%	-	10%	36%	*	42%	33%	-

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	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	46%	**28%**	-	-	-	-	-	-	33%	*	-	40%	-	28%	33%	-
	2024	60%	51%	**49%**	-	-	-	-	-	-	57%	-	20%	57%	*	48%	60%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	29%	**23%**	-	-	-	-	-	-	29%	0%	-	50%	-	23%	29%	-
	2024	32%	24%	**26%**	-	-	-	-	-	-	23%	-	*	23%	*	25%	29%	-
All Grades ELA/Reading	2025	31%	27%	**28%**	-	-	-	-	-	-	43%	*	-	*	-	26%	43%	-
	2024	30%	20%	**19%**	-	-	-	-	-	-	0%	-	*	0%	-	21%	0%	-
All Grades Mathematics	2025	35%	31%	**20%**	-	-	-	-	-	-	14%	*	-	*	-	20%	14%	-
	2024	35%	28%	**30%**	-	-	-	-	-	-	43%	-	*	43%	*	28%	50%	-

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	100%	99%	-	-	-	100%	98%	94%	99%	98%	99%	100%
Included in Accountability	93%	94%	**94%**	92%	99%	93%	-	-	-	94%	93%	56%	97%	90%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	0%	6%	-	-	-	6%	5%	38%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	6%
Not Tested	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	2%	6%	1%	2%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	2%	6%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	98%	100%	99%	-	-	-	100%	97%	100%	99%	99%	99%	100%
Included in Accountability	91%	94%	**95%**	91%	98%	94%	-	-	-	91%	92%	67%	97%	90%	97%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	0%	5%	-	-	-	9%	5%	33%	2%	7%	2%	237 0%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	1%	0%	9%
Not Tested	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	3%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	-	-	-	0%	3%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	100%	98%	-	-	-	100%	100%	83%	99%	97%	99%	100%
Included in Accountability	94%	94%	**94%**	91%	98%	93%	-	-	-	91%	95%	50%	97%	88%	97%	91%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	0%	5%	-	-	-	9%	5%	33%	2%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	1%	0%	9%
Not Tested	1%	1%	**1%**	2%	0%	2%	-	-	-	0%	0%	17%	1%	3%	1%	0%
Absent	1%	1%	**1%**	2%	0%	2%	-	-	-	0%	0%	17%	1%	3%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	100%	98%	-	-	-	100%	95%	*	99%	100%	99%	100%
Included in Accountability	94%	94%	**95%**	96%	100%	89%	-	-	-	100%	91%	*	96%	93%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	4%	0%	9%	-	-	-	0%	5%	*	3%	8%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	0%	2%	-	-	-	0%	5%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**99%**	96%	100%	100%	-	-	-	100%	95%	*	100%	98%	99%	100%
Included in Accountability	94%	96%	**95%**	92%	100%	91%	-	-	-	100%	91%	*	97%	90%	96%	100%
Not Included in Accountability: Mobile	4%	3%	**5%**	4%	0%	9%	-	-	-	0%	5%	*	3%	8%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	4%	0%	0%	-	-	-	0%	5%	*	0%	3%	1%	0%
Absent	1%	0%	**1%**	4%	0%	0%	-	-	-	0%	5%	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	99%	100%	-	-	-	100%	100%	100%	100%	99%	100%	238 98%
Included in Accountability	92%	94%	**94%**	93%	88%	98%	-	-	-	88%	90%	100%	98%	87%	98%	79%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	9%	1%	-	-	-	13%	10%	0%	2%	10%	2%	13%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	2%	0%	6%
Not Tested	1%	0%	**0%**	1%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	2%
Absent	1%	0%	**0%**	1%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	98%	100%	-	-	-	100%	100%	*	100%	99%	100%	95%
Included in Accountability	91%	93%	**94%**	93%	88%	98%	-	-	-	92%	91%	*	98%	86%	98%	75%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	9%	2%	-	-	-	8%	9%	*	2%	11%	2%	15%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Not Tested	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Absent	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	-	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	93%	94%	**93%**	93%	86%	97%	-	-	-	92%	92%	*	96%	86%	97%	79%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	12%	2%	-	-	-	8%	8%	*	3%	13%	2%	16%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	2%	0%	-	-	-	0%	0%	*	0%	1%	0%	5%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	-	-	0%	0%	*	1%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	-	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	96%	92%	100%	-	-	-	*	88%	*	99%	92%	99%	83%
Not Included in Accountability: Mobile	4%	4%	**3%**	4%	4%	0%	-	-	-	*	13%	*	1%	5%	1%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	4%	0%	-	-	-	*	0%	*	0%	3%	0%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																239
Assessment Participant	99%	100%	**99%**	96%	100%	100%	-	-	-	*	100%	*	100%	97%	99%	100%
Included in Accountability	94%	94%	**94%**	91%	88%	100%	-	-	-	*	88%	*	99%	87%	98%	83%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	8%	0%	-	-	-	*	13%	*	1%	8%	1%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	4%	0%	-	-	-	*	0%	*	0%	3%	0%	8%
Not Tested	1%	0%	**1%**	4%	0%	0%	-	-	-	*	0%	*	0%	3%	1%	0%
Absent	1%	0%	**1%**	4%	0%	0%	-	-	-	*	0%	*	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	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%	**93.9%**	94.3%	95.1%	93.2%	*	-	-	92.0%	93.4%	93.6%	95.6%
2023-24	93.6%	94.5%	**94.8%**	94.7%	95.9%	94.6%	*	-	-	90.7%	94.5%	94.8%	95.8%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**16.7%**	12.0%	9.1%	22.2%	*	-	-	33.3%	16.7%	17.8%	0.0%
2023-24	19.0%	16.5%	**17.0%**	12.8%	16.4%	15.5%	*	-	-	54.5%	21.1%	14.7%	20.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	**0.4%**	0.0%	1.6%	0.0%	*	-	-	0.0%	0.0%	0.6%	5.0%
2022-23	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	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)													

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	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%	-	-	-	-	-	-	-	-	-	-	-

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	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

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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	**200**	**100.0%**	**1,387**	**5,530,499**	**200**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Grade 7	92	46.0%	6.6%	7.4%	92	46.0%	6.6%	7.4%
Grade 8	108	54.0%	7.8%	7.4%	108	54.0%	7.8%	7.4%
Ethnic Distribution								
African American	45	22.5%	21.2%	12.8%	45	22.5%	21.2%	12.8%
Hispanic	54	27.0%	24.9%	53.5%	54	27.0%	24.9%	53.5%
White	92	46.0%	47.3%	24.4%	92	46.0%	47.3%	24.4%
American Indian	2	1.0%	0.7%	0.3%	2	1.0%	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	7	3.5%	5.5%	3.3%	7	3.5%	5.5%	3.3%
Sex								
Female	90	45.0%	48.4%	48.9%	90	45.0%	48.4%	48.8%
Male	110	55.0%	51.6%	51.1%	110	55.0%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	160	80.0%	80.2%	60.5%	160	80.0%	80.2%	60.4%
Non-Educationally Disadvantaged	40	20.0%	19.8%	39.5%	40	20.0%	19.8%	39.6%
Section 504 Students	26	13.0%	6.8%	6.8%	26	13.0%	6.8%	6.8%
EB Students/EL	11	5.5%	6.3%	24.3%	11	5.5%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	14	6.2%	2.5%	2.1%				
Students w/ Dyslexia	18	9.0%	6.1%	6.4%	18	9.0%	6.1%	6.4%
Foster Care	0	0.0%	0.6%	0.2%	0	0.0%	0.6%	0.2%
Homeless	1	0.5%	1.4%	1.4%	1	0.5%	1.4%	1.4%
Immigrant	2	1.0%	1.0%	3.5%	2	1.0%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	200	100.0%	71.4%	66.6%	200	100.0%	71.4%	66.5%
Military Connected	0	0.0%	0.1%	4.1%	0	0.0%	0.1%	4.1%
At-Risk	67	33.5%	44.8%	53.5%	67	33.5%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	11	5.5%	6.1%	24.3%	11	5.5%	6.1%	24.3%
Career and Technical Education	175	87.5%	39.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	14	7.0%	5.8%	8.7%	14	7.0%	5.8%	8.7%
Special Education	40	20.0%	19.3%	15.3%	40	20.0%	19.3%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**40**							

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	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	30	75.0%	57.3%	48.3%				
Students with Physical Disabilities	*	*	12.7%	17.0%				
Students with Autism	*	*	**	16.8%				
Students with Behavioral Disabilities	6	15.0%	16.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**35**	**15.6%**	**14.2%**	**16.4%**				
African American	8	3.6%	2.9%	3.3%				
Hispanic	9	4.0%	3.5%	8.9%				
White	13	5.8%	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	5	2.2%	1.5%	0.6%				
Special Ed Students who are Mobile	5	13.2%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	5	25.0%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	20	11.2%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**7**	**7.4%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	12.4	14.7	16.4
Mathematics	15.0	15.9	17.8
Science	16.0	16.2	18.9
Social Studies	15.0	17.2	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**30.9**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	24.5	79.3%	57.2%	63.8%
Teachers	19.4	62.8%	45.1%	48.3%
Professional Support	2.0	6.5%	7.0%	10.8%
Campus Administration (School Leadership)	3.1	10.0%	4.4%	3.4%
Educational Aides	6.4	20.7%	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	**8.5**	**27.6%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	5.0	26.0%	18.3%	12.8%
Hispanic	2.0	10.3%	6.4%	31.0%
White	12.1	62.6%	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	0.2	1.1%	0.9%	1.3%
Teachers by Sex				
Males	7.9	40.6%	27.5%	24.6%
Females	11.5	59.4%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	1.4	7.3%	5.5%	2.4%
Bachelors	14.2	73.3%	72.7%	71.4%
Masters	3.8	19.5%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.2	21.7%	11.9%	7.3%
1-5 Years Experience	7.6	39.1%	36.6%	28.3%
6-10 Years Experience	1.2	6.2%	11.8%	19.7%
11-20 Years Experience	5.2	26.9%	24.4%	27.6%
21-30 Years Experience	0.5	2.6%	9.2%	14.1%
Over 30 Years Experience	0.7	3.6%	6.1%	3.0%
Number of Students per Teacher	10.3	n/a	12.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	3.3	6.0
Average Years Experience of Principals with District	2.0	2.8	5.1
Average Years Experience of Assistant Principals	3.0	2.3	5.1
Average Years Experience of Assistant Principals with District	3.0	2.3	4.3
Average Years Experience of Teachers	8.7	10.2	11.2
Average Years Experience of Teachers with District	3.7	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$44,215	$42,073	$55,689
1-5 Years Experience	$44,931	$45,400	$59,266
6-10 Years Experience	$56,871	$53,694	$62,607
11-20 Years Experience	$63,642	$65,459	$66,353
21-30 Years Experience	$63,753	$65,432	$70,976
Over 30 Years Experience	$77,000	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$52,180	$53,705	$63,751
Professional Support	$57,198	$69,981	$75,909
Campus Administration (School Leadership)	$22,400	$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

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	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	2.6	13.6%	12.7%	5.5%
Compensatory Education	0.0	0.0%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	13.2	68.1%	69.1%	69.0%
Special Education	1.7	8.7%	7.4%	11.4%
Other	1.9	9.5%	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.)

Westwood Independent School District



Westwood High School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:25 PM

Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

At WISD, we believe:

1. In academic excellence for all students
2. In developing leaders at all levels
3. Every person is a leader--they lead from where they are
4. Our students want to excel and have pride in accomplishments
5. Pride and tradition are foundational to our success
6. Students have a place to belong
7. Parental involvement is welcome and parents are encouraged to have a voice
8. Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
9. In being the best
10. We are all part of the Panther Family

Vision

Westwood ISD...Where Panthers excel today and lead tomorrow

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Westwood High School's needs assessment identifies opportunities to strengthen student achievement, instructional practices, campus culture, and stakeholder engagement. Key priorities include improving academic performance across all content areas, closing achievement gaps, increasing college and career readiness, and strengthening staff support and communication. The campus will focus on consistent instructional expectations, effective use of data, targeted interventions, and collaborative leadership to promote continuous improvement and student success.

Demographics

Summary

Westwood High School serves approximately 369 students in a rural community. The campus includes diverse student populations with varying academic, social, and instructional needs. Approximately 58% of students receive Special Education services, and 25% are identified as Emergent Bilingual students. The campus provides opportunities through Career and Technical Education, dual credit, fine arts, athletics, and other academic programs. Westwood High School is committed to meeting the needs of all students and preparing them for graduation and postsecondary success.

Strengths

Westwood High School benefits from a small-school environment that allows opportunities for meaningful relationships, individualized student support, and strong connections with families and the community. Students have access to multiple academic and extracurricular pathways that support college, career, and military readiness.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student attendance, engagement, and academic achievement remain areas for continued improvement.	Differences in student needs, outside factors impacting attendance, and the need for consistent monitoring and targeted interventions.
2	Student populations, including Emergent Bilingual and Special Education students, require continued academic support to close achievement gaps.	The need for differentiated instruction, targeted resources, and consistent progress monitoring to address diverse learning needs.

★ = Priority

Student Learning

Summary

Westwood High School monitors student achievement through STAAR assessments, local benchmarks, classroom performance, grades, and college and career readiness indicators. The campus continues to focus on improving academic performance across all content areas, closing achievement gaps, increasing TSI success, and preparing students for graduation and postsecondary opportunities.

Strengths

Westwood High School offers multiple pathways for student success, including Career and Technical Education, dual credit, fine arts, athletics, and academic support programs. Teachers collaborate through PLCs to review student data, identify learning gaps, and develop instructional strategies to improve student achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement across core content areas needs continued improvement to meet state and district expectations.	Learning gaps, inconsistent mastery of grade-level TEKS, and the need for targeted interventions and consistent progress monitoring.
2	Student performance on TSI assessments and college readiness indicators remains below desired accountability targets.	The need for consistent TSI preparation, early identification of students needing support, and increased opportunities for college readiness preparation.

★ = Priority

School Processes & Programs

Summary

Westwood High School provides a variety of academic, extracurricular, and support programs designed to promote student achievement and personal growth. Campus processes include curriculum alignment, PLCs, professional development, instructional monitoring, student support services, and campus-wide communication. Programs include Career and Technical Education, dual credit, fine arts, athletics, and special education services. The campus continues to strengthen systems that support effective instruction, student engagement, and overall campus success.

Strengths

Westwood High School offers diverse academic and extracurricular opportunities to meet student needs. Strengths include collaborative PLCs, dedicated staff, instructional leadership, student support services, community partnerships, and multiple pathways for college, career, and military readiness. Campus leadership works to strengthen communication, instructional practices, and consistent expectations.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Consistent implementation of instructional practices, curriculum resources, and assessment processes needs improvement.	The need for continued professional development, instructional alignment, collaboration, and consistent monitoring of classroom practices.
2	Student participation and engagement in academic support programs and extracurricular opportunities need continued growth.	The need for increased awareness, intentional scheduling, and opportunities that encourage broader student participation.

★ = Priority

Perceptions

Summary

Westwood High School values feedback from students, staff, families, and community members to support continuous campus improvement. Surveys, communication, campus involvement, and stakeholder feedback provide opportunities to evaluate school culture, climate, relationships, and overall effectiveness. The campus is committed to strengthening trust, communication, and shared responsibility.

Strengths

Westwood High School benefits from supportive community partnerships, dedicated staff, involved families, and opportunities for student participation. Campus events, extracurricular activities, and ongoing communication help build relationships and promote school pride. Staff and stakeholder feedback provides valuable insight into areas of strength and opportunities for growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Continued improvement is needed in strengthening campus culture, staff morale, and a positive school climate.	The need for intentional relationship-building, collaborative problem-solving, consistent accountability, and shared ownership of campus success.
2	Family and student participation in providing feedback and engaging in campus improvement efforts needs continued growth.	The need for additional opportunities to gather stakeholder input and strengthen communication and involvement.

★ = Priority

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] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR released test questions**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**

Goals

Goal 1

Westwood High School will support the growth and development of all teachers and staff to promote continuous improvement and overall campus success.

Performance Objective 1

☑ **High Priority**

By May 2027, students taking STAAR tests will show a 10% growth in the percentage of Meets Grade Level compared to the previous year's percentages.

Evaluation Data Source: Local Assessments and STAAR data in Eduphoria.

Strategy 1

Adhere to TEKS Resource System and implement effective aligned instruction in the classroom while implementing district wide literacy strategies in all subjects/grade levels

Strategy's Expected Result/Impact: Create assessments and instruction aligned to appropriate State Standards in all subjects.

Staff Responsible for Monitoring: Administration and Classroom Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	May

Strategy 2

Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor

Strategy's Expected Result/Impact: Steady growth in formal unit assessments

Staff Responsible for Monitoring: Administration and Classroom Teachers

Formative Reviews

November	February	May

Strategy 3

3) The Daily Tutorial/Support period will be used to support students in Tier 2 Instruction (the

reteaching of essential standards that are not mastered).

Strategy's Expected Result/Impact: Measured growth of all groups on Benchmarks and Formal Assessments

Staff Responsible for Monitoring: Campus Admin and Classroom Teachers

Formative Reviews

November	February	May

Strategy 4

Implement researched based instructional and literacy strategies through regularly scheduled Collaboratives and Walk Through Feedback

Strategy's Expected Result/Impact: Students use new strategies focused on reading and writing skills.

Staff Responsible for Monitoring: Dist/Campus Admin and Classroom Teachers

Formative Reviews

November	February	May

Performance Objective 2 ☑ High Priority

Increase attendance rates to 96% for the 2025-26 school year.

Evaluation Data Source: PIEMS reports/data

Strategy 1

PEIMS monitoring to identify students with attendance issues, provide parent/student communication, as well as structured hour make-up opportunities.

Strategy's Expected Result/Impact: Prevent students from losing credit and/or Truancy issues/ charges

Staff Responsible for Monitoring: PEIMS director, Campus Admin, and campus PEIMS director

Formative Reviews

November	February	May

Strategy 2

Student incentives and awards each six weeks

Strategy's Expected Result/Impact: Increase in attendance

Staff Responsible for Monitoring: PEIMS and Admin

Formative Reviews

November	February	May

Strategy 3

Targeted efforts to support student involvement in groups and activities

Strategy's Expected Result/Impact: Increased involvement typically means increased attendance

Staff Responsible for Monitoring: Campus/District Admin and PIEMS

Formative Reviews

November	February	May

Performance Objective 3 ☑ High Priority

Students in Special Education programs will see an overall increase in passing rates in Spring STAAR scores of 10% from the previous year.

Strategy 1

Provide more ongoing teacher PD in areas of literacy strategies that will help increase reading levels.

Strategy's Expected Result/Impact: A move towards grade level reading will increase STAAR performance in all subject areas.

Staff Responsible for Monitoring: Admin, Sped Staff, Teachers, ICs, and instructional paras

Formative Reviews

November	February	May

Strategy 2

Math and English Inclusion teachers will be more involved in weekly department meetings and planning days, as well as ongoing PD for IEP support.

Strategy's Expected Result/Impact: More intentional support in classes for students that have inclusion minutes in their IEP.

Staff Responsible for Monitoring: Sped Director/Staff, Paras, Admin

Formative Reviews

November	February	May

Goal 2

Westwood High School will strengthen instructional practices through professional development, collaborative planning, and continuous improvement to increase student engagement and academic growth.

Performance Objective 1

Limit teacher/staff turnover that is due to controllable factors to 10% or below

Evaluation Data Source: Signed Contracts 2025

Strategy 1

Recruit quality educators through local and state programs and institutions, as well as utilize workforce expertise in our CTE pathways.

Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level.

Staff Responsible for Monitoring: Campus administrators and teachers.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 2

Provide mentor opportunities to train new and/or struggling teachers and administrators.

Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level.

Staff Responsible for Monitoring: Campus administrators and teachers.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 3

Continue as a district to be competitive in compensation schedule with local districts.

Strategy's Expected Result/Impact: Reduce turnover due to compensation only

Staff Responsible for Monitoring: District Admin

Formative Reviews

November	February	May

Strategy 4

Provide ongoing Instructional support and resources in regularly scheduled collaboratives in each department (2 X a week minimally).

Strategy's Expected Result/Impact: Reduce the attrition level amongst new to the profession teachers

Staff Responsible for Monitoring: Admin, colleagues, and ICs

Formative Reviews

November	February	May

Performance Objective 2

Build teacher capacity through continued implementation and supervision of district instructional practices in order to increase retention and limit turnover from the previous year.

Evaluation Data Source: T-TESS reports, Get Better Faster model, and staff mentoring programs

Strategy 1

Implementation of weekly walk throughs and feedback as it relates to instructional practices and student literacy.

Strategy's Expected Result/Impact: Provide staff the opportunity to share effective instructional strategies among their peers.

Staff Responsible for Monitoring: Campus and district teachers. administrators, and ICs

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 2

Create and provide a structured PLC model that provides guidance for all departments' daily instructional practice and effective assessment.

Strategy's Expected Result/Impact: Campus departments provide support of new and veterans teachers.

Staff Responsible for Monitoring: Campus and district teachers and administrators.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 3

Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program.

Strategy's Expected Result/Impact: New teachers will provide quality education to their students.

Staff Responsible for Monitoring: Campus and district teachers, administrators, and mentors.

Formative Reviews

November	February	May

Strategy 4

Effectively implement maintain the SLO process district wide and at all subjects.

Strategy's Expected Result/Impact: Targeted growth and growth measures

Staff Responsible for Monitoring: All admin and instructional staff

Formative Reviews

November	February	May

Goal 3

Westwood High School will foster a safe, positive, and supportive learning environment that promotes positive relationships, consistent expectations, student engagement, and staff collaboration.

Performance Objective 1

By May 2027, 25% of seniors will be TSI complete.

Evaluation Data Source: TSI scores

Strategy 1

Continue to grow course offerings and student enrollment through the Dual Credit Partnership with TVCC which requires TSI completion.

Strategy's Expected Result/Impact: Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit/continue to grow the number of student's graduating with an Associates Degree

Staff Responsible for Monitoring: Dist/Campus Admin and HS Counselor

Formative Reviews

November	February	May

Strategy 2

Offer TSI testing to all college bound Juniors in Algebra II and English III, as well as monthly testing and retesting opportunities.

Strategy's Expected Result/Impact: Increase total number of students reaching TSI passing standards.

Staff Responsible for Monitoring: counselor, campus admin

Formative Reviews

November	February	May

Strategy 3

Utilize current staff to provide TSI Math Tutorials in school and after school settings.

Strategy's Expected Result/Impact: Increase our TSI Math Passing Rate in order to create more completors

Staff Responsible for Monitoring: CTE Director, Admin, and Math Dept Head

Formative Reviews

November	February	May

Performance Objective 2

By May 2026, all seniors completing a CTE Pathway will have at least one relative Industry Based Certification.

Evaluation Data Source: CTE and TEA pathway guidelines and completion data.

Strategy 1

Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities.

Strategy's Expected Result/Impact: Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding

Staff Responsible for Monitoring: Campus admin, special programs coordinator, CTE teachers

Formative Reviews

November	February	May

Performance Objective 3

The Total Dual Credit Hours in 2026 will increase over the total number of hours from Spring of 2025.

Strategy 1

A Fall and Spring Parent Meeting will be held for Dual Credit Information and Recruitment

Strategy's Expected Result/Impact: Bring more awareness to parents and students about the opportunities and benefits of dual credit hours.

Staff Responsible for Monitoring: Dual Credit Coordinator, Principal, Counselor, Asst Principal

Formative Reviews

November	February	May

Goal 4

Westwood High School will promote regular student attendance, active participation, and engagement in learning through proactive monitoring, family partnerships, and supportive interventions.

Performance Objective 1

All budgets for the 2026-2027 school year will be used effectively to support student success, with no overages.

Evaluation Data Source: Monthly budget reports.

Strategy 1

Periodic reviews of overall expenditures to ensure that funds are being properly utilized in appropriate areas.

Strategy's Expected Result/Impact: Maximizing available funds for student success

Staff Responsible for Monitoring: Asst. Sup, Principal, CTE Director, Sped Director, Special Programs coordinator

Formative Reviews

November	February	May

Performance Objective 2

Staff will receive ongoing training in timely and effective ways to request and obtain funds.

Evaluation Data Source: Travel requests, Activity Account Disbursements, department budget requests, and grant money requests

Strategy 1

Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel

Strategy's Expected Result/Impact: Timely requests for funds and travel by all staff

Staff Responsible for Monitoring: Admin Assistant,
campus princ, dist financial advisor, dist C&I

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Goal 5

Westwood High School will prepare students for success beyond graduation by providing opportunities that support college readiness, career exploration, workforce preparation, and military readiness.

Performance Objective 1

By May 2027, 100% of all district and state safety drills will have been completed and documented, and there will be no findings from the annual Region 7 Safety Audit

Evaluation Data Source: State documentation sheets.

Strategy 1

Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students

Strategy's Expected Result/Impact: Create awareness and proficiency in execution of drills

Staff Responsible for Monitoring: Asst Principal, Princ, Maintenance Director

Formative Reviews

November	February	May

Performance Objective 2

By May 2026, there will be a 10% decrease in discipline violations resulting in a loss of class time (DAEP, Suspension, or ISS).

Evaluation Data Source: Skyward entries and PIEMS data

Strategy 1

Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers

Strategy's Expected Result/Impact: Decrease classroom referrals

Staff Responsible for Monitoring: Classroom teachers,
Admin

Formative Reviews

November	February	May

State Compensatory Education

State Compensatory

Budget for Westwood High School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Westwood High School

Name	Position	FTE
Isaiah Hollins	DAEP Teacher	1
Rebekah Stevens	Instructional Coach	1
Sandra Villasana	DAEP Paraprofessional	1

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 H S

Campus Number: 001908002

2025 Campus Accountability Score: C

Distinction Designations:

Academic Achievement in Science

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	61%	**61%**	47%	58%	70%	-	-	-	67%	27%	*	62%	56%	60%	50%
	2024	70%	66%	**66%**	51%	67%	74%	-	-	-	60%	35%	*	66%	66%	65%	53%
At Meets Grade Level or Above	2025	49%	29%	**29%**	25%	18%	40%	-	-	-	0%	7%	*	32%	21%	26%	19%
	2024	52%	43%	**43%**	40%	30%	53%	-	-	-	50%	26%	*	45%	39%	39%	21%
At Masters Grade Level	2025	15%	4%	**4%**	0%	3%	8%	-	-	-	0%	3%	*	4%	6%	3%	6%
	2024	16%	10%	**10%**	3%	7%	16%	-	-	-	20%	6%	*	10%	11%	8%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	64%	**64%**	50%	71%	69%	-	-	-	67%	29%	*	66%	61%	63%	71%
	2024	75%	67%	**67%**	71%	53%	79%	-	*	-	17%	35%	-	75%	50%	61%	10%
At Meets Grade Level or Above	2025	55%	37%	**37%**	31%	24%	54%	-	-	-	25%	13%	*	40%	32%	33%	21%
	2024	58%	46%	**46%**	39%	41%	54%	-	*	-	17%	17%	-	51%	35%	34%	289 10%
At Masters Grade Level	2025	8%	3%	**3%**	0%	3%	6%	-	-	-	0%	0%	*	2%	5%	1%	0%
	2024	9%	2%	**2%**	4%	0%	2%	-	*	-	0%	0%	-	1%	3%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	62%	**60%**	56%	63%	60%	-	-	-	*	35%	-	59%	64%	58%	62%
	2024	81%	73%	**69%**	59%	70%	73%	-	-	-	80%	47%	*	72%	65%	66%	67%
At Meets Grade Level or Above	2025	45%	14%	**10%**	11%	13%	7%	-	-	-	*	4%	-	12%	4%	9%	15%
	2024	43%	24%	**19%**	22%	13%	22%	-	-	-	0%	13%	*	16%	23%	17%	0%
At Masters Grade Level	2025	27%	3%	**3%**	4%	7%	0%	-	-	-	*	4%	-	3%	4%	3%	15%
	2024	24%	8%	**7%**	0%	3%	13%	-	-	-	0%	6%	*	9%	3%	6%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	89%	**89%**	70%	93%	94%	-	-	-	100%	63%	*	88%	91%	90%	92%
	2024	91%	87%	**87%**	81%	86%	91%	-	-	-	86%	68%	*	90%	82%	85%	71%
At Meets Grade Level or Above	2025	61%	47%	**47%**	30%	33%	65%	-	-	-	20%	26%	*	47%	45%	43%	31%
	2024	56%	56%	**56%**	56%	39%	66%	-	-	-	57%	16%	*	59%	50%	52%	14%
At Masters Grade Level	2025	21%	11%	**11%**	0%	7%	19%	-	-	-	0%	5%	*	14%	0%	6%	8%
	2024	19%	18%	**18%**	11%	11%	26%	-	-	-	29%	0%	*	21%	13%	15%	0%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	95%	89%	**89%**	76%	94%	92%	-	*	-	80%	75%	*	92%	79%	89%	78%
	2024	96%	88%	**88%**	83%	71%	95%	-	-	-	100%	64%	-	88%	88%	84%	50%
At Meets Grade Level or Above	2025	68%	40%	**40%**	19%	45%	47%	-	*	-	0%	15%	*	42%	33%	39%	11%
	2024	69%	50%	**50%**	44%	33%	60%	-	-	-	56%	27%	-	52%	46%	40%	10%
At Masters Grade Level	2025	37%	9%	**9%**	5%	3%	14%	-	*	-	0%	0%	*	10%	4%	6%	0%
	2024	37%	12%	**12%**	11%	10%	14%	-	-	-	11%	9%	-	13%	12%	13%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	82%	**82%**	*	*	88%	-	-	-	*	-	-	87%	*	80%	*
	2024	88%	88%	**88%**	*	100%	71%	-	-	-	-	-	-	88%	*	89%	-
At Meets Grade Level or Above	2025	59%	41%	**41%**	*	*	50%	-	-	-	*	-	-	47%	*	60%	*
	2024	59%	47%	**47%**	*	50%	43%	-	-	-	-	-	-	50%	*	56%	-
At Masters Grade Level	2025	13%	0%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	*
	2024	12%	0%	**0%**	*	0%	0%	-	-	-	-	-	-	0%	*	0%	290 -
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	59%	**72%**	58%	76%	77%	-	*	-	72%	43%	71%	74%	68%	71%	70%
	2024	75%	61%	**74%**	68%	70%	82%	-	*	-	70%	46%	100%	77%	69%	71%	49%
At Meets Grade Level or Above	2025	50%	28%	**33%**	23%	28%	44%	-	*	-	11%	12%	43%	35%	26%	30%	21%
	2024	48%	33%	**43%**	40%	32%	51%	-	*	-	41%	19%	40%	45%	38%	37%	13%
At Masters Grade Level	2025	21%	7%	**6%**	1%	4%	9%	-	*	-	0%	3%	0%	6%	4%	4%	6%
	2024	20%	9%	**9%**	5%	5%	13%	-	*	-	14%	4%	40%	10%	8%	8%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	63%	**62%**	49%	64%	69%	-	-	-	67%	28%	*	64%	58%	61%	60%
	2024	76%	65%	**66%**	60%	61%	77%	-	*	-	44%	35%	*	70%	59%	63%	38%
At Meets Grade Level or Above	2025	54%	34%	**33%**	28%	21%	46%	-	-	-	17%	9%	*	35%	26%	30%	20%
	2024	54%	39%	**44%**	40%	35%	54%	-	*	-	38%	23%	*	48%	38%	37%	17%
At Masters Grade Level	2025	23%	7%	**4%**	0%	3%	7%	-	-	-	0%	2%	*	3%	6%	2%	3%
	2024	22%	9%	**6%**	3%	4%	9%	-	*	-	13%	4%	*	6%	7%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	57%	**63%**	57%	68%	64%	-	-	-	63%	35%	-	63%	63%	59%	64%
	2024	72%	60%	**72%**	62%	76%	73%	-	-	-	80%	47%	*	75%	66%	68%	67%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	45%	22%	**14%**	11%	21%	14%	-	-	-	0%	4%	-	18%	3%	12%	21%
	2024	43%	28%	**23%**	24%	21%	25%	-	-	-	0%	13%	*	23%	22%	21%	0%
At Masters Grade Level	2025	20%	7%	**3%**	4%	6%	0%	-	-	-	0%	4%	-	2%	3%	3%	14%
	2024	17%	9%	**6%**	0%	3%	12%	-	-	-	0%	6%	*	7%	2%	5%	0%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	60%	**89%**	70%	93%	94%	-	-	-	100%	63%	*	88%	91%	90%	92%
	2024	75%	58%	**87%**	81%	86%	91%	-	-	-	86%	68%	*	90%	82%	85%	71%
At Meets Grade Level or Above	2025	47%	26%	**47%**	30%	33%	65%	-	-	-	20%	26%	*	47%	45%	43%	31%
	2024	43%	32%	**56%**	56%	39%	66%	-	-	-	57%	16%	*	59%	50%	52%	14%
At Masters Grade Level	2025	17%	5%	**11%**	0%	7%	19%	-	-	-	0%	5%	*	14%	0%	6%	8%
	2024	16%	10%	**18%**	11%	11%	26%	-	-	-	29%	0%	*	21%	13%	15%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	53%	**89%**	76%	94%	92%	-	*	-	80%	75%	*	92%	79%	89%	78% 291
	2024	78%	57%	**88%**	83%	71%	95%	-	-	-	100%	64%	-	88%	88%	84%	50%
At Meets Grade Level or Above	2025	50%	23%	**40%**	19%	45%	47%	-	*	-	0%	15%	*	42%	33%	39%	11%
	2024	51%	27%	**50%**	44%	33%	60%	-	-	-	56%	27%	-	52%	46%	40%	10%
At Masters Grade Level	2025	27%	5%	**9%**	5%	3%	14%	-	*	-	0%	0%	*	10%	4%	6%	0%
	2024	27%	6%	**12%**	11%	10%	14%	-	-	-	11%	9%	-	13%	12%	13%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	65%	**65%**	59%	67%	65%	-	-	-	*	56%	*	65%	65%	64%	71%	100%
	2024	64%	61%	**61%**	54%	62%	65%	-	-	-	57%	47%	*	60%	62%	57%	78%	---
End of Course English II	2025	65%	54%	**54%**	43%	62%	60%	-	-	-	43%	40%	*	55%	52%	53%	56%	80%
	2024	69%	62%	**62%**	66%	63%	63%	-	*	-	*	41%	-	62%	63%	58%	*	---
End of Course Algebra I	2025	74%	44%	**51%**	63%	48%	47%	-	-	-	*	47%	-	49%	58%	53%	45%	*
	2024	72%	45%	**50%**	64%	43%	48%	-	-	-	*	59%	*	44%	63%	48%	29%	---
All Grades Both Subjects	2025	65%	51%	**57%**	54%	59%	58%	-	-	-	58%	48%	*	57%	58%	57%	58%	92%
	2024	64%	53%	**59%**	60%	57%	60%	-	*	-	50%	49%	*	57%	63%	55%	61%	---
All Grades ELA/Reading	2025	67%	55%	**60%**	50%	64%	63%	-	-	-	60%	48%	*	60%	58%	59%	64%	92%
	2024	67%	55%	**62%**	59%	62%	64%	-	*	-	55%	44%	*	61%	63%	57%	79%	---
All Grades Mathematics	2025	64%	46%	**51%**	63%	48%	47%	-	-	-	*	47%	-	49%	58%	53%	45%	*
	2024	60%	51%	**50%**	64%	43%	48%	-	-	-	*	59%	*	44%	63%	48%	29%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	31%	**31%**	18%	36%	33%	-	-	-	*	23%	-	31%	30%	31%	33%	-
	2024	20%	20%	**20%**	13%	40%	14%	-	-	-	-	0%	-	18%	*	21%	*	---
End of Course English II	2025	29%	41%	**41%**	9%	86%	29%	-	-	-	*	20%	-	37%	50%	45%	*	*
	2024	29%	20%	**20%**	20%	13%	33%	-	-	-	*	20%	-	19%	22%	23%	*	---
End of Course Algebra I	2025	54%	50%	**50%**	55%	22%	65%	-	-	-	*	30%	-	42%	67%	47%	*	*
	2024	55%	58%	**58%**	67%	*	*	-	-	-	-	67%	-	86%	20%	50%	*	---
All Grades Both Subjects	2025	33%	29%	**41%**	27%	44%	47%	-	-	-	60%	24%	-	37%	50%	41%	42%	*
	2024	32%	24%	**28%**	32%	25%	32%	-	-	-	*	25%	-	30%	24%	27%	38%	---
All Grades ELA/Reading	2025	31%	27%	**35%**	14%	56%	32%	-	-	-	*	22%	-	33%	39%	37%	44%	-
	2024	30%	20%	**20%**	15%	23%	25%	-	-	-	*	11%	-	18%	25%	22%	33%	---
All Grades Mathematics	2025	35%	31%	**50%**	55%	22%	65%	-	-	-	*	30%	-	42%	67%	47%	*	*
	2024	35%	28%	**58%**	67%	*	*	-	-	-	-	67%	-	86%	20%	50%	*	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	59%	**72%**	-	-	-	-	-	-	70%	-	79%	61%	60%	72%	69%	*
	2024	75%	61%	**74%**	-	-	-	-	-	-	51%	-	43%	52%	*	77%	49%	-
At Meets Grade Level or Above	2025	50%	28%	**33%**	-	-	-	-	-	-	20%	-	21%	19%	20%	34%	20%	*
	2024	48%	33%	**43%**	-	-	-	-	-	-	12%	-	0%	14%	*	46%	13%	-
At Masters Grade Level	2025	21%	7%	**6%**	-	-	-	-	-	-	7%	-	0%	13%	0%	6%	6%	*
	2024	20%	9%	**9%**	-	-	-	-	-	-	0%	-	0%	0%	*	10%	0%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	63%	**62%**	-	-	-	-	-	-	61%	-	64%	57%	*	63%	60%	-
	2024	76%	65%	**66%**	-	-	-	-	-	-	37%	-	*	39%	*	70%	38%	-
At Meets Grade Level or Above	2025	54%	34%	**33%**	-	-	-	-	-	-	18%	-	21%	14%	*	35%	20%	-
	2024	54%	39%	**44%**	-	-	-	-	-	-	15%	-	*	17%	*	47%	17%	-
At Masters Grade Level	2025	23%	7%	**4%**	-	-	-	-	-	-	4%	-	0%	7%	*	4%	3%	-
	2024	22%	9%	**6%**	-	-	-	-	-	-	0%	-	*	0%	*	7%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	57%	**63%**	-	-	-	-	-	-	64%	-	*	56%	*	63%	62%	*
	2024	72%	60%	**72%**	-	-	-	-	-	-	75%	-	*	86%	*	72%	67%	-
At Meets Grade Level or Above	2025	45%	22%	**14%**	-	-	-	-	-	-	18%	-	*	22%	*	13%	15%	*
	2024	43%	28%	**23%**	-	-	-	-	-	-	0%	-	*	0%	*	24%	0%	-

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	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	7%	**3%**	-	-	-	-	-	-	18%	-	*	22%	*	1%	15%	*
	2024	17%	9%	**6%**	-	-	-	-	-	-	0%	-	*	0%	*	6%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	60%	**89%**	-	-	-	-	-	-	92%	-	88%	100%	-	89%	92%	-
	2024	75%	58%	**87%**	-	-	-	-	-	-	83%	-	*	*	*	88%	71%	-
At Meets Grade Level or Above	2025	47%	26%	**47%**	-	-	-	-	-	-	31%	-	25%	40%	-	49%	31%	-
	2024	43%	32%	**56%**	-	-	-	-	-	-	17%	-	*	*	*	59%	14%	-
At Masters Grade Level	2025	17%	5%	**11%**	-	-	-	-	-	-	8%	-	0%	20%	-	11%	8%	-
	2024	16%	10%	**18%**	-	-	-	-	-	-	0%	-	*	*	*	20%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	53%	**89%**	-	-	-	-	-	-	75%	-	100%	*	*	90%	78%	-
	2024	78%	57%	**88%**	-	-	-	-	-	-	50%	-	-	50%	-	93%	50%	-
At Meets Grade Level or Above	2025	50%	23%	**40%**	-	-	-	-	-	-	13%	-	20%	*	*	43%	11%	-
	2024	51%	27%	**50%**	-	-	-	-	-	-	10%	-	-	10%	-	55%	10%	-
At Masters Grade Level	2025	27%	5%	**9%**	-	-	-	-	-	-	0%	-	0%	*	*	10%	0%	-
	2024	27%	6%	**12%**	-	-	-	-	-	-	0%	-	-	0%	-	14%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	51%	**57%**	-	-	-	-	-	-	57%	-	56%	58%	*	57%	58%	-
	2024	64%	53%	**59%**	-	-	-	-	-	-	58%	-	*	56%	*	58%	61%	-
All Grades ELA/Reading	2025	67%	55%	**60%**	-	-	-	-	-	-	61%	-	56%	65%	*	59%	64%	-
	2024	67%	55%	**62%**	-	-	-	-	-	-	77%	-	*	78%	*	60%	79%	-

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	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	46%	**51%**	-	-	-	-	-	-	50%	-	-	50%	*	52%	45%	-
	2024	60%	51%	**50%**	-	-	-	-	-	-	29%	-	-	29%	-	52%	29%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	29%	**41%**	-	-	-	-	-	-	45%	-	*	38%	*	40%	42%	-
	2024	32%	24%	**28%**	-	-	-	-	-	-	38%	-	*	50%	-	27%	38%	-
All Grades ELA/Reading	2025	31%	27%	**35%**	-	-	-	-	-	-	50%	-	*	40%	*	33%	44%	-
	2024	30%	20%	**20%**	-	-	-	-	-	-	33%	-	*	*	-	18%	33%	-
All Grades Mathematics	2025	35%	31%	**50%**	-	-	-	-	-	-	*	-	-	*	-	51%	*	-
	2024	35%	28%	**58%**	-	-	-	-	-	-	*	-	-	*	-	60%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	*	-	95%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**96%**	94%	93%	99%	-	*	-	95%	98%	70%	99%	89%	97%	89%
Not Included in Accountability: Mobile	4%	4%	**2%**	6%	3%	0%	-	*	-	0%	1%	30%	0%	9%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	3%	0%	-	*	-	0%	1%	0%	1%	1%	1%	8%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	*	-	5%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	5%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	-	-	-	90%	100%	100%	99%	98%	100%	100%
Included in Accountability	91%	94%	**94%**	93%	89%	99%	-	-	-	90%	98%	67%	97%	87%	95%	81%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	4%	0%	-	-	-	0%	0%	33%	0%	10%	2%	296 5%
Not Included in Accountability: Other Exclusions	4%	1%	**2%**	0%	7%	0%	-	-	-	0%	2%	0%	2%	1%	2%	14%
Not Tested	1%	1%	**1%**	0%	0%	1%	-	-	-	10%	0%	0%	1%	2%	0%	0%
Absent	1%	1%	**1%**	0%	0%	1%	-	-	-	10%	0%	0%	1%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	97%	100%	-	-	-	100%	100%	-	99%	100%	99%	100%
Included in Accountability	94%	94%	**97%**	97%	92%	100%	-	-	-	100%	100%	-	99%	91%	97%	93%
Not Included in Accountability: Mobile	4%	4%	**2%**	3%	3%	0%	-	-	-	0%	0%	-	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	-	-	0%	0%	-	0%	3%	1%	7%
Not Tested	1%	1%	**1%**	0%	3%	0%	-	-	-	0%	0%	-	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Other	0%	1%	**1%**	0%	3%	0%	-	-	-	0%	0%	-	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**97%**	95%	96%	98%	-	-	-	100%	95%	*	100%	88%	97%	100%
Not Included in Accountability: Mobile	4%	5%	**3%**	5%	4%	2%	-	-	-	0%	5%	*	0%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	95%	97%	100%	-	*	-	100%	100%	*	100%	92%	100%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	5%	3%	0%	-	*	-	0%	0%	*	0%	8%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	94%	**94%**	*	80%	100%	-	-	-	*	-	-	94%	*	83%	*
2024 STAAR Participation (All Grades)																297
All Tests																
Assessment Participant	99%	100%	**99%**	99%	99%	99%	-	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	94%	**91%**	88%	86%	98%	-	*	-	86%	96%	50%	96%	83%	94%	71%
Not Included in Accountability: Mobile	4%	5%	**6%**	11%	6%	1%	-	*	-	14%	2%	50%	2%	13%	4%	10%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	7%	0%	-	*	-	0%	2%	0%	2%	3%	2%	18%
Not Tested	1%	0%	**1%**	1%	1%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	1%	1%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	*	-	100%	100%	*	100%	99%	100%	100%
Included in Accountability	91%	93%	**90%**	89%	82%	99%	-	*	-	89%	95%	*	94%	83%	93%	66%
Not Included in Accountability: Mobile	4%	5%	**6%**	11%	7%	1%	-	*	-	11%	3%	*	2%	13%	3%	11%
Not Included in Accountability: Other Exclusions	4%	1%	**3%**	0%	10%	0%	-	*	-	0%	2%	*	4%	3%	3%	23%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	97%	100%	96%	-	-	-	100%	100%	*	98%	98%	99%	100%
Included in Accountability	93%	94%	**93%**	88%	93%	96%	-	-	-	83%	100%	*	97%	85%	96%	82%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**4%**	9%	5%	0%	-	-	-	17%	0%	*	1%	10%	3%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	-	-	0%	0%	*	0%	2%	0%	9%
Not Tested	1%	1%	**2%**	3%	0%	4%	-	-	-	0%	0%	*	2%	2%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**2%**	3%	0%	4%	-	-	-	0%	0%	*	2%	2%	1%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**91%**	87%	88%	98%	-	-	-	78%	100%	*	97%	81%	93%	70%
Not Included in Accountability: Mobile	4%	4%	**8%**	13%	6%	2%	-	-	-	22%	0%	*	3%	15%	5%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	6%	0%	-	-	-	0%	0%	*	0%	4%	1%	20%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	90%	91%	95%	-	-	-	90%	85%	*	97%	84%	93%	83%
Not Included in Accountability: Mobile	4%	4%	**5%**	10%	4%	2%	-	-	-	10%	8%	*	2%	13%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	4%	2%	-	-	-	0%	8%	*	2%	3%	3%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	85%	**85%**	*	100%	78%	-	-	-	-	-	-	89%	*	90%	-

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* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	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%	**94.7%**	94.5%	95.1%	94.5%	*	*	-	93.8%	93.3%	94.3%	95.7%
2023-24	93.6%	94.5%	**94.7%**	95.3%	95.0%	94.4%	*	*	-	93.7%	94.5%	94.6%	95.1%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**15.5%**	12.5%	14.4%	16.8%	*	*	-	27.3%	21.6%	16.6%	2.9%
2023-24	19.0%	16.5%	**16.3%**	18.3%	13.6%	14.7%	*	*	-	32.1%	15.8%	15.4%	13.2%
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%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	**98.9%**	95.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	98.6%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.1%	**1.1%**	5.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.4%	0.0%
Dropped Out	5.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	91.1%	98.9%	**98.9%**	95.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	99.0%	**99.0%**	100.0%	100.0%	97.8%	*	-	*	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.0%	**1.0%**	0.0%	0.0%	2.2%	*	-	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.6%	99.0%	**99.0%**	100.0%	100.0%	97.8%	*	-	*	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	-	*	100.0%	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	-	*	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	-	*	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.5%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	-	*	100.0%	100.0%	100.0%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	98.1%	**98.1%**	100.0%	100.0%	98.4%	*	-	-	100.0%	100.0%	96.8%	-
Received TxCHSE	0.4%	1.0%	**1.0%**	0.0%	0.0%	1.6%	*	-	-	0.0%	0.0%	1.6%	-
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.8%	1.0%	**1.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	1.6%	-
Graduates and TxCHSE	92.2%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.1%	**98.1%**	100.0%	100.0%	98.4%	*	-	-	100.0%	100.0%	96.8%	-
Received TxCHSE	0.5%	1.0%	**1.0%**	0.0%	0.0%	1.6%	*	-	-	0.0%	0.0%	1.6%	-
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.8%	1.0%	**1.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	1.6%	-
Graduates and TxCHSE	92.7%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Class of 2021													
Graduated	92.7%	98.9%	**98.9%**	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	1.1%	**1.1%**	0.0%	5.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	98.9%	**98.9%**	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	98.9%	**98.9%**	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.9%	**96.9%**	86.4%	100.0%	100.0%	-	*	-	100.0%	94.7%	95.8%	100.0%
Class of 2023	90.3%	99.0%	**99.0%**	100.0%	100.0%	97.8%	*	-	*	100.0%	100.0%	100.0%	100.0%
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%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	4.3%	1.0%	**1.0%**	0.0%	3.2%	0.0%	*	-	*	0.0%	9.1%	1.6%	10.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	81.9%	**81.9%**	78.9%	89.7%	77.8%	-	*	-	62.5%	44.4%	76.5%	87.5%
Class of 2023	84.3%	81.4%	**81.4%**	73.7%	90.3%	80.0%	*	-	*	80.0%	27.3%	76.6%	90.0%
Texas First-DLA Graduates (Longitudinal Rate)													

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	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	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	81.9%	**81.9%**	78.9%	89.7%	77.8%	-	*	-	62.5%	44.4%	76.5%	87.5%
Class of 2023	88.6%	82.4%	**82.4%**	73.7%	93.5%	80.0%	*	-	*	80.0%	36.4%	78.1%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	1.1%	**1.1%**	0.0%	2.5%	0.0%	-	*	-	0.0%	0.0%	1.4%	11.1%
2022-23	4.4%	0.9%	**0.9%**	0.0%	3.2%	0.0%	*	-	*	0.0%	8.3%	1.4%	10.0%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	**83.2%**	84.2%	87.5%	78.6%	-	*	-	71.4%	50.0%	78.3%	77.8%
2022-23	82.5%	79.4%	**79.4%**	70.0%	90.3%	79.2%	*	-	*	66.7%	25.0%	73.9%	90.0%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	**84.2%**	84.2%	90.0%	78.6%	-	*	-	71.4%	50.0%	79.7%	88.9%
2022-23	86.8%	80.4%	**80.4%**	70.0%	93.5%	79.2%	*	-	*	66.7%	33.3%	75.4%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	95	100.0%	95	382,023
By Ethnicity:				
African American	19	20.0%	19	48,064
Hispanic	40	42.1%	40	200,942
White	28	29.5%	28	101,714
American Indian	0	0.0%	0	1,231
Asian	1	1.1%	1	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	7	7.4%	7	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	15	15.8%	15	46,183
Foundation H.S. Program (Endorsement)	1	1.1%	1	42,042
Foundation H.S. Program (DLA)	79	83.2%	79	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	18	18.9%	18	35,935
Economically Disadvantaged Graduates	69	72.6%	69	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	9.5%	9	56,967
At-Risk Graduates	63	66.3%	63	173,035
CTE Completers	60	63.2%	60	127,800

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Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	90.5%	**90.5%**	89.5%	87.5%	92.9%	-	*	-	100.0%	88.9%	88.4%	88.9%
2022-23	76.3%	98.1%	**98.1%**	95.0%	100.0%	97.9%	*	-	*	100.0%	83.3%	97.1%	100.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	31.6%	**31.6%**	36.8%	32.5%	35.7%	-	*	-	0.0%	50.0%	29.0%	11.1%
2022-23	61.9%	33.6%	**33.6%**	15.0%	41.9%	39.6%	*	-	*	16.7%	33.3%	29.0%	20.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	29.5%	**29.5%**	10.5%	35.0%	42.9%	-	*	-	0.0%	0.0%	26.1%	11.1%
2022-23	62.8%	46.7%	**46.7%**	30.0%	38.7%	58.3%	*	-	*	50.0%	8.3%	37.7%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	21.1%	**21.1%**	10.5%	27.5%	25.0%	-	*	-	0.0%	0.0%	17.4%	0.0%
2022-23	54.3%	27.1%	**27.1%**	10.0%	29.0%	35.4%	*	-	*	16.7%	0.0%	20.3%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	21.1%	**21.1%**	10.5%	27.5%	25.0%	-	*	-	0.0%	0.0%	17.4%	0.0%
2022-23	48.4%	24.3%	**24.3%**	10.0%	25.8%	31.3%	*	-	*	16.7%	0.0%	20.3%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	20.4%	2.8%	**2.8%**	0.0%	3.2%	4.2%	*	-	*	0.0%	0.0%	1.4%	0.0%
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	16.8%	**16.8%**	10.5%	25.0%	14.3%	-	*	-	0.0%	0.0%	11.6%	0.0%
2022-23	23.6%	21.5%	**21.5%**	5.0%	32.3%	25.0%	*	-	*	0.0%	8.3%	14.5%	0.0%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	9.5%	**9.5%**	26.3%	5.0%	7.1%	-	*	-	0.0%	50.0%	11.6%	11.1%
2022-23	5.6%	3.7%	**3.7%**	5.0%	6.5%	2.1%	*	-	*	0.0%	33.3%	5.8%	20.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	86.3%	**86.3%**	84.2%	82.5%	89.3%	-	*	-	100.0%	83.3%	84.1%	88.9%

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Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	92.5%	**92.5%**	90.0%	96.8%	89.6%	*	-	*	100.0%	66.7%	89.9%	90.0%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	77.9%	**77.9%**	78.9%	80.0%	71.4%	-	*	-	85.7%	50.0%	75.4%	88.9%
2022-23	33.4%	91.6%	**91.6%**	85.0%	96.8%	89.6%	*	-	*	100.0%	58.3%	88.4%	90.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	5.3%	**5.3%**	0.0%	0.0%	14.3%	-	*	-	14.3%	27.8%	5.8%	0.0%
2022-23	2.7%	0.9%	**0.9%**	5.0%	0.0%	0.0%	*	-	*	0.0%	8.3%	1.4%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	4.2%	**4.2%**	5.3%	2.5%	7.1%	-	*	-	0.0%	5.6%	4.3%	0.0%
2022-23	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	23.2%	**23.2%**	10.5%	27.5%	32.1%	-	*	-	0.0%	0.0%	17.4%	0.0%
	2022-23	21.0%	35.5%	**35.5%**	10.0%	35.5%	50.0%	*	-	*	16.7%	8.3%	26.1%	0.0%
Mathematics	2023-24	21.3%	21.1%	**21.1%**	10.5%	27.5%	25.0%	-	*	-	0.0%	0.0%	17.4%	0.0%
	2022-23	19.9%	26.2%	**26.2%**	10.0%	29.0%	33.3%	*	-	*	16.7%	0.0%	18.8%	0.0%
Both Subjects	2023-24	12.7%	18.9%	**18.9%**	10.5%	25.0%	21.4%	-	*	-	0.0%	0.0%	14.5%	0.0%
	2022-23	12.5%	23.4%	**23.4%**	10.0%	25.8%	29.2%	*	-	*	16.7%	0.0%	18.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	18.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2023-24	29.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	20.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2023-24	20.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	12.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	24.2%	3.0%	**3.0%**	2.9%	4.2%	2.7%	*	*	*	0.0%	0.0%	2.4%	0.0%
English Language Arts	2024	14.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	7.4%	3.0%	**3.0%**	2.9%	4.2%	2.7%	*	*	*	0.0%	0.0%	2.4%	0.0%
Science	2024	10.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	10.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	50.0%	**50.0%**	*	*	*	-	-	-	-	-	*	-
English Language Arts	2024	48.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	50.0%	**50.0%**	*	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	53.7%	**53.7%**	57.9%	60.0%	50.0%	-	*	-	28.6%	16.7%	50.7%	44.4%
	2022-23	79.3%	60.7%	**60.7%**	45.0%	58.1%	66.7%	*	-	*	83.3%	16.7%	55.9%	30.0%
At/Above Criterion for All Examinees	2023-24	28.8%	19.6%	**19.6%**	9.1%	20.8%	28.6%	-	-	-	*	*	20.0%	*
	2022-23	28.9%	21.5%	**21.5%**	11.1%	22.2%	28.1%	-	-	*	0.0%	*	18.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	932	**932**	831	941	1024	-	-	-	*	*	911	*
	2022-23	978	974	**974**	912	968	1011	-	-	920	880	805	949	877
English Language Arts and Writing	2023-24	496	485	**485**	435	483	545	-	-	-	*	*	473	*
	2022-23	497	504	**504**	469	496	522	-	-	480	480	420	490	437
Mathematics	2023-24	479	447	**447**	395	458	479	-	-	-	*	*	437	*
	2022-23	482	470	**470**	443	472	489	-	-	440	400	385	459	440
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	19.2	13.0	**13.0**	13.0	-	-	-	-	-	-	-	13.0	-
English Language Arts	2023-24	19.0	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	18.8	11.0	**11.0**	11.0	-	-	-	-	-	-	-	11.0	-
Mathematics	2023-24	19.0	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	18.9	14.0	**14.0**	14.0	-	-	-	-	-	-	-	14.0	-
Science	2023-24	19.6	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	19.5	15.0	**15.0**	15.0	-	-	-	-	-	-	-	15.0	-

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- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	45.5%	**45.5%**	42.7%	52.6%	40.8%	*	*	-	56.0%	38.5%	45.0%	48.6%
	2022-23	45.4%	47.7%	**47.7%**	40.7%	57.7%	42.8%	*	*	*	51.7%	29.4%	44.5%	47.2%
English Language Arts	2023-24	17.8%	10.6%	**10.6%**	7.4%	15.6%	9.4%	*	*	-	10.5%	0.0%	6.9%	0.0%
	2022-23	17.4%	10.2%	**10.2%**	3.2%	13.4%	11.7%	*	*	-	4.2%	1.6%	6.3%	0.0%
Mathematics	2023-24	19.4%	24.6%	**24.6%**	23.5%	32.1%	18.0%	*	*	-	40.0%	24.2%	22.5%	22.9%
	2022-23	19.5%	23.8%	**23.8%**	17.9%	31.6%	22.3%	*	*	*	17.9%	11.3%	22.9%	29.4%
Science	2023-24	21.9%	36.6%	**36.6%**	37.0%	47.0%	29.6%	*	*	-	40.0%	29.2%	38.1%	48.6%
	2022-23	21.5%	38.6%	**38.6%**	37.5%	45.1%	32.6%	*	*	*	48.3%	29.2%	36.5%	42.9%
Social Studies	2023-24	24.5%	10.8%	**10.8%**	6.9%	15.6%	9.3%	*	*	-	10.0%	0.0%	7.5%	0.0%
	2022-23	24.0%	11.5%	**11.5%**	4.2%	15.9%	13.1%	*	*	-	3.7%	1.6%	7.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	47.6%	41.1%	**41.1%**	30.0%	53.8%	37.0%	-	-	-	40.0%	11.1%	42.4%	-
	2021-22	46.7%	42.7%	**42.7%**	54.5%	31.3%	41.1%	-	*	-	*	22.2%	40.0%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	53.6%	34.2%	**34.2%**	*	38.5%	30.0%	-	-	-	*	*	29.2%	-
	2021-22	53.6%	36.8%	**36.8%**	0.0%	40.0%	57.1%	-	*	-	-	*	27.8%	*

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- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**405**	**100.0%**	**1,387**	**5,530,499**	**405**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Grade 9	105	25.9%	7.6%	8.3%	105	25.9%	7.6%	8.3%
Grade 10	108	26.7%	7.8%	7.9%	108	26.7%	7.8%	7.9%
Grade 11	109	26.9%	7.9%	7.4%	109	26.9%	7.9%	7.4%
Grade 12	83	20.5%	6.0%	7.0%	83	20.5%	6.0%	7.0%
Ethnic Distribution								
African American	92	22.7%	21.2%	12.8%	92	22.7%	21.2%	12.8%
Hispanic	97	24.0%	24.9%	53.5%	97	24.0%	24.9%	53.5%
White	190	46.9%	47.3%	24.4%	190	46.9%	47.3%	24.4%
American Indian	4	1.0%	0.7%	0.3%	4	1.0%	0.7%	0.3%
Asian	3	0.7%	0.4%	5.6%	3	0.7%	0.4%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	19	4.7%	5.5%	3.3%	19	4.7%	5.5%	3.3%
Sex								
Female	207	51.1%	48.4%	48.9%	207	51.1%	48.4%	48.8%
Male	198	48.9%	51.6%	51.1%	198	48.9%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	308	76.0%	80.2%	60.5%	308	76.0%	80.2%	60.4%
Non-Educationally Disadvantaged	97	24.0%	19.8%	39.5%	97	24.0%	19.8%	39.6%
Section 504 Students	30	7.4%	6.8%	6.8%	30	7.4%	6.8%	6.8%
EB Students/EL	32	7.9%	6.3%	24.3%	32	7.9%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	23	5.2%	2.5%	2.1%				
Students w/ Dyslexia	17	4.2%	6.1%	6.4%	17	4.2%	6.1%	6.4%
Foster Care	1	0.2%	0.6%	0.2%	1	0.2%	0.6%	0.2%
Homeless	8	2.0%	1.4%	1.4%	8	2.0%	1.4%	1.4%
Immigrant	4	1.0%	1.0%	3.5%	4	1.0%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	8	2.0%	71.4%	66.6%	8	2.0%	71.4%	66.5%
Military Connected	1	0.2%	0.1%	4.1%	1	0.2%	0.1%	4.1%
At-Risk	260	64.2%	44.8%	53.5%	260	64.2%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	29	7.2%	6.1%	24.3%	29	7.2%	6.1%	24.3%
Career and Technical Education	377	93.1%	39.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	377	93.1%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	18	4.4%	5.8%	8.7%	18	4.4%	5.8%	8.7%
Special Education	68	16.8%	19.3%	15.3%	68	16.8%	19.3%	15.5%

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	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**68**							
Students with Intellectual Disabilities	41	60.3%	57.3%	48.3%				
Students with Physical Disabilities	*	*	12.7%	17.0%				
Students with Autism	**	**	**	16.8%				
Students with Behavioral Disabilities	18	26.5%	16.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**70**	**15.7%**	**14.2%**	**16.4%**				
African American	18	4.0%	2.9%	3.3%				
Hispanic	17	3.8%	3.5%	8.9%				
White	26	5.8%	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	9	2.0%	1.5%	0.6%				
Special Ed Students who are Mobile	15	19.5%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	9	23.1%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	48	14.7%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**59**	**18.5%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	3.2%	3.2%	7.3%	5.6%	5.6%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	17.2	14.7	16.4
Foreign Languages	17.8	17.8	18.9
Mathematics	16.6	15.9	17.8

Class Size Information	Campus	District	State
Science	16.3	16.2	18.9
Social Studies	18.6	17.2	18.9

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	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**52.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	43.5	83.1%	57.2%	63.8%
Teachers	38.5	73.5%	45.1%	48.3%
Professional Support	1.9	3.6%	7.0%	10.8%
Campus Administration (School Leadership)	3.1	5.9%	4.4%	3.4%
Educational Aides	8.9	16.9%	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	**17.0**	**32.4%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	8.0	20.7%	18.3%	12.8%
Hispanic	5.0	13.0%	6.4%	31.0%
White	24.7	64.2%	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	0.8	2.1%	0.9%	1.3%
Teachers by Sex				
Males	16.2	41.9%	27.5%	24.6%
Females	22.4	58.1%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	4.6	11.9%	5.5%	2.4%
Bachelors	22.6	58.6%	72.7%	71.4%
Masters	11.3	29.4%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.8	12.4%	11.9%	7.3%
1-5 Years Experience	16.4	42.6%	36.6%	28.3%
6-10 Years Experience	5.6	14.5%	11.8%	19.7%
11-20 Years Experience	6.8	17.7%	24.4%	27.6%
21-30 Years Experience	3.9	10.1%	9.2%	14.1%
Over 30 Years Experience	1.0	2.6%	6.1%	3.0%
Number of Students per Teacher	10.5	n/a	12.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	3.3	6.0
Average Years Experience of Principals with District	7.0	2.8	5.1
Average Years Experience of Assistant Principals	3.0	2.3	5.1
Average Years Experience of Assistant Principals with District	3.0	2.3	4.3
Average Years Experience of Teachers	8.8	10.2	11.2
Average Years Experience of Teachers with District	3.7	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$39,292	$42,073	$55,689
1-5 Years Experience	$45,783	$45,400	$59,266
6-10 Years Experience	$55,066	$53,694	$62,607
11-20 Years Experience	$62,696	$65,459	$66,353
21-30 Years Experience	$67,892	$65,432	$70,976
Over 30 Years Experience	$37,566	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$51,342	$53,705	$63,751
Professional Support	$67,299	$69,981	$75,909
Campus Administration (School Leadership)	$97,315	$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

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	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	11.3	29.3%	12.7%	5.5%
Compensatory Education	0.0	0.0%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	20.9	54.2%	69.1%	69.0%
Special Education	2.5	6.5%	7.4%	11.4%
Other	3.9	10.0%	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.)

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Westwood Independent School District



Accountability Rating: D

2026-2027 District Improvement Plan

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Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

Vision

Westwood ISD...Where Panthers excel today and lead tomorrow.

Value Statement

At WISD, we believe:

In academic excellence for all students
In developing leaders at all levels
Every person is a leader - they lead from where they are
Our students want to excel and have pride in accomplishments
Pride and tradition are foundational to our success
Students have a place to belong
Parental involvement is welcome and parents are encouraged to have a voice
Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
In being the best
We are all a part of the Panther family

Panther Core Values

Positive - Panthers will remain focused on the opportunities available in every challenge.

Active - Panthers create a positive environment by being engaged and involved.

Noble - Panthers treat others kindly and do the right things even when no one is watching.

Teamwork - Panthers work together and lift each other up.

Heartful - Panthers are compassionate and are always thinking of others.

Excellence - Panthers perform at their personal best and BELIEVE in themselves and others.

Ready - Panthers are ready to learn!

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Comprehensive Needs Assessment

Demographics

Summary

Westwood Independent School District is situated in the rural setting of Palestine, Texas, providing a unique educational environment that reflects the close-knit community it serves. As a 3A district, we serve a student population of approximately 1,276.

Four Schools:

Campus	Grade Span	Student Population
Westwood Primary School	EE-2	332
Westwood Elementary School	3-5	269
Westwood Middle School	6-8	297
Westwood High School	9-12	378

The district's stakeholders include students, staff, parents, community members, and local business owners. Stakeholders are invited to participate in the District Site Based Decision Making Committee where improvement planning and implementation are discussed and reviewed at periodic meetings throughout the school year. Stakeholders can also provide their input through surveys and various, ongoing feedback opportunities.

The district's economically disadvantaged student population represents approximately 81% of enrollment — one of the highest rates in Region 7 — underscoring the critical importance of equitable access to high-quality instruction for all students.

According to the information in the 2024-2025 TAPR, WISD has the following:

Student Information	Percent
Migrant	0.1%
Experiencing Homelessness	1.4%
Special Education	19.3%
Emergent Bilingual	6.3%
At-Risk	44.8%
Gifted and Talented	5.3%
Student Mobility(23-24 rates)	14.2%
Dropout Rate	0%
Ethnic Distribution	**Percent**
African American	21.2%
Hispanic	24.9%
White	47.3%
American Indian	0.7%
Asian	0.4%
Pacific Islander	0.0%
Two or More Races	5.5%

Class of 2024	District	Region	State
Graduated	98.9%	89.4%	90.7%
Continued HS	1.1%	5.0%	3.1%
Dropped Out	0.0%	5.3%	5.8%

WISD has 107 teachers who make up 42.4% of the total professional staff. The campuses are supported by around 34

paraprofessionals, 4 assistant principals 4 counselors, and 4 school nurses. The district also employs 5 instructional coaches, 4 ARD Facilitators, and 2 special education diagnosticians.

Teacher Ethnicity	Percent
African American	18.3%
Hispanic	6.4%
White	73.4%
American Indian	0.9%
Two or More Races	0.9%

Teachers by Sex	Percent
Males	27.5%
Females	72.5%

Teachers by Highest Degree Held	Percent
No Degree	5.5%
Bachelors	72.7%
Masters	21.8%

Teachers by Years of Experience	District Percent	State Percent
Beginning Teachers	11.9%	7.3%
1-5 Years Experience	36.6%	28.3%
6-10 Years Experience	11.8%	19.7%
11-20 Years Experience	24.4%	27.6%
21-30 Years Experience	9.2%	14.1%
Over 30 Years Experience	6.1%	3.0%
Turnover Rate for Teachers	27.6%(down from 30%)	18.8%
Number of Student per Teacher	12.7	15

Experience of Campus Leadership	District	State
Average Yrs Experience of Principals	3.3	6.0
Average Yrs Experience of Principals w/ District	2.8	5.1
Average Yrs Experience of Assistant Principals	2.3	5.1
Average Yrs Experience of Assist Principals w/ District	2.3	4.3

Strengths

- The district's 4-year graduation rate of 97.8% exceeds both the Region 7 average (91.6%) and state average (90.3%)
- Hispanic, EB/EL, Two or More Races, and Economically Disadvantaged students have all graduated at or near 100% across multiple consecutive years
- The district maintains a 0% dropout rate for all measured student subgroups
- The student-to-teacher ratio (12.7) is lower than the state average (14.7), providing opportunity for more individualized instruction
- Each special program has a defined process for properly identifying students for services
- Gifted and Talented students perform at the highest levels: 100% Approaches and 85% Meets in Mathematics; 98% Approaches and 93% Meets in RLA (2024-2025)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Westwood's teacher turnover rate of 30% is 10.9 points above the state average of 19.1%, creating instructional instability. With 43% of teachers having five or fewer years of experience, including 14% who are in their first year, the district must invest in structured induction, mentoring, and retention strategies.	Westwood ISD lacks a formalized, sustained induction and mentoring system that provides structured support, instructional coaching, and professional development specific to the needs of early-career teachers in a high-poverty rural context.
2 ★	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.
3	Assistant principal leadership experience averages 1.8 years, significantly below the state average of 5.1 years, creating a leadership capacity gap that must be addressed through deliberate development and pipeline-building efforts.	(1) the absence of a deliberate internal leadership pipeline that identifies high-potential teachers early and provides structured preparation for campus leadership roles before a vacancy creates urgency; and (2) the structural limitations of a small small rural district where the pool of experienced external candidates is limited and compensation competitiveness constrains recruitment.

★ = Priority

Student Learning

Summary

Westwood ISD has received a D rating district-wide in both 2024-2025 and 2025-2026. The most notable shift between years is in the Academic Growth domain, which improved from an F (59) to a D (61) — driven primarily by a 5-point gain in RLA growth. However, the Student Achievement domain declined 1 point and Mathematics Academic Growth continued to decline, dropping 4 points from 49 to 45. The Closing the Gaps domain showed the strongest improvement, gaining 6 points from 61 to 67.

The district has earned 0 out of 11 evaluated Distinction Designations in 2025-2026.

Westwood High School declined from a B (84) to a C (77) between 2024-2025 and 2025-2026, though it remains the district's highest-performing campus. This 7-point decline warrants monitoring to ensure the secondary pipeline remains strong as LIFT implementation builds capacity in the feeder campuses.

From a graduating class of 95 students, 86 (91%) met CCMR criteria in 2024-2025 — a 7-point decline from 98% in 2023-2024. The primary driver of CCMR performance remains Industry-Based Certification, with 77.9% of graduates earning an IBC across seven CTE pathways. TSI criteria — the most direct measure of academic college readiness — remains at 21.1% for both subjects, meaning only 1 in 5 graduates demonstrated college-level readiness in both Math and RLA.

Westwood Middle School remained an F in both years, improving 2 points from 53 to 55 — insufficient progress for a campus under State Support Intervention (SI) status in LASO Cycle 4. Both Student Achievement and School Progress remain at F, confirming that students are not achieving at grade level and are not growing at expected rates.

Westwood Elementary declined 5 points from 67 to 62, remaining rated D. Westwood Elementary carries SI status under LASO Cycle 4. These declines reinforce the urgency of HQIM and RBIS implementation in the elementary and primary grades.

The most pronounced and persistent achievement gaps are concentrated in African American students and students served through Special Education. African American students trail All Students by 15 points in Math, 17 points in RLA, and 20 points in Science. Students in Special Education trail by 32 points in Math and 39 points in RLA. These gaps must be the focal point of instructional improvement in 2026-2027.

Strengths

- Gifted and Talented students perform at exceptionally high levels: 100% Approaches and 85% Meets in Mathematics; 98% Approaches and 93% Meets in RLA
- Hispanic students perform at or above the district average in both Mathematics (62% Approaches vs. 57% Approaches) and RLA (67% Approaches vs. 63% Approaches)
- IBC pathway remains the district's strongest CCMR driver, with 77.9% of graduates earning an industry certification (2024-2025)
- The 0% dropout rate ensures students remain enrolled through graduation
- The 4-year graduation rate of 97.8% (2025-2026) exceeds both Region 7 (91.6%) and state (90.3%) averages by more than 6 points

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR Mathematics Performance remains stagnant with only 12% of students at Meets Grade Level in 2025 and 17% of students at Meets Grade Level in 2026.	High-Quality Instructional Materials (HQIM) and evidence-based instructional strategies (RBIS) are inconsistently implemented to build foundational math proficiency across grade levels.
2	STAAR Reading Performance remains stagnant with only 34% of students at Meets Grade Level in 2025 and 37% of students at Meets Grade Level in 2026.	Inconsistent implementation of High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) in daily Tier 1 RLA instruction, combined with a lack of systematic, data-driven intervention protocols to address specific gaps in complex text comprehension and constructed-response writing.
3 ★	African American students trail All Students by 8 percentage points in Math and 20 percentage points in RLA at Meet Grade Level Performance, representing the district's most significant racial equity gap.	Inconsistent implementation of targeted, scaffolded Tier 1 instructional strategies and academic vocabulary instruction, combined with a lack of systematic, disaggregated PLC data tracking to identify and remediate specific skill gaps in Math and RLA for African American students.
4 ★	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.
5 ★	8th grade Social Studies STAAR performance remain stagnant with only 6% of students at Meets Grade Level in 2025 and 2026. In 2026, 0% of African American students Met Grade Level performance on 8th grade Social Studies STAAR.	Lack of alignment between daily Tier 1 Social Studies instruction and the cognitive rigor of the STAAR assessment combined with a lack of targeted, scaffolded reading interventions and data-driven instruction for underperforming student groups, including African American students.

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The CCMR rate declined 7 points from 98% (2023-2024) to 91% (2024-2025), driven by declining Dual Credit participation (21.5% - 16.8%) and a persistently low TSI criteria rate of 21.1% for two consecutive years.

Only 21.1% of graduates met TSI criteria in both RLA and Mathematics in 2024-2025, indicating that the academic preparation pipeline from the middle grades through high school is insufficient to produce college-ready graduates at the level needed to sustain strong CCMR performance.

= Priority

District Processes & Programs

Summary

The district is organized to support student achievement through a centralized leadership structure that oversees curriculum, instruction, assessment, and student services. District departments collaborate to ensure alignment of goals, resources, and professional development across campuses. Leadership teams use data-driven decision-making to guide instructional practices, allocate funding, and implement improvement initiatives. Despite strengths in communication and shared goals, areas of need include improving cross-departmental coordination, streamlining processes for program implementation, and ongoing support for all populations.

Strengths

The district maintains established organizational structures, curriculum alignment frameworks, and leadership protocols that effectively support daily operations across campuses. With foundational programs and processes already in place, the district is positioned to focus on fine-tuning interdepartmental coordination, streamlining program implementation, and enhancing systemic support across all student populations.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is inconsistent, ongoing support and communication throughout the school year between district and campus leadership and, at times, across departments.	The district lacks clearly defined structures and protocols for interdepartmental collaboration and communication, leading to inconsistent implementation of initiatives and uneven support across campuses despite strong internal leadership development.

★ = Priority

Perceptions

Summary

At WISD, we believe parental involvement is welcome and parents are encouraged to have a voice.

The fourth annual WISD Back-to-School Bash will be held on August 6, 2026. This event has become a tradition that brings together students, families, staff, and the community as we celebrate another new school year.

Parents, family members, and staff can always be found at Westwood athletic events cheering students on. Campuses engage parents and families throughout the school year in multiple ways including evening academic events including literacy and STEM nights. Parents are encouraged and invited to eat lunch with students throughout the school year and particularly during special events such as Thanksgiving and Easter. Title I campuses schedule parent-teacher conferences with all parents during the fall semester. Parents and students receive and sign the School-Parent Compact every year during student registration. This compact serves as a written commitment that encompasses the collective responsibility of the school, the parent/guardian, and the student in facilitating a child's learning journey. A copy of this compact can be viewed on the WISD website.

Community members are invited to read with students at the Primary campus during the annual Read Across America week. The Primary campus has also established an annual parade for our youngest learners to help kick off the school year. Police officers, firemen, and several local business and organizations join this fun event.

The Director of Special Programs utilizes resources from the Title I, Part A Parent & Family Engagement Statewide Initiative to share helpful information with district stakeholders. This includes a quarterly newsletter with tips and resources that is shared on ParentSquare and posted on the district website.

The WISD CTE program partners with local organizations to support student learning and prepare students for post-secondary success. Parents are provided with information about career pathways and dual credit options for their child.

The district makes continual efforts to engage with businesses withing Westwood ISD boundaries.

Strengths

- **Tradition of Inclusive Events**
    - The annual Back-to-School Bash and campus-based academic nights (like literacy and STEM nights) highlight a consistent effort to bring families and staff together in supportive, celebratory ways.
- **Ongoing Opportunities for Involvement**
    - Parents are invited to engage year-round—from eating lunch with their children during special events to participating in parent-teacher conferences and reviewing the School-Parent Compact at registration.
- **Strong Community Partnerships**
    - Collaboration with local businesses, first responders, and organizations during events like Read Across America and the Primary parade shows a commitment to connecting students with their broader community.
- **Clear Communication & Resource Sharing**
    - Use of ParentSquare and a quarterly newsletter from the Director of Special Programs ensures parents receive timely, supportive information aligned with Title I goals.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While Westwood ISD offers a variety of events and opportunities for families to participate in school life, many of these are centered around celebrations or social activities. As a result, consistent, two-way communication and involvement related to student academic progress, instructional strategies, and goal-setting may be underutilized.	Academic-focused family engagement opportunities have not been systematically designed to include collaborative structures--such as workshops, data nights, or goal-setting conferences--that empower parents to actively support their child's learning journey at home and understand grade-level expectations.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	The CCMR rate declined 7 points from 98% (2023-2024) to 91% (2024-2025), driven by declining Dual Credit participation (21.5% - 16.8%) and a persistently low TSI criteria rate of 21.1% for two consecutive years.	Only 21.1% of graduates met TSI criteria in both RLA and Mathematics in 2024-2025, indicating that the academic preparation pipeline from the middle grades through high school is insufficient to produce college-ready graduates at the level needed to sustain strong CCMR performance.
2	8th grade Social Studies STAAR performance remain stagnant with only 6% of students at Meets Grade Level in 2025 and 2026. In 2026, 0% of African American students Met Grade Level performance on 8th grade Social Studies STAAR.	Lack of alignment between daily Tier 1 Social Studies instruction and the cognitive rigor of the STAAR assessment combined with a lack of targeted, scaffolded reading interventions and data-driven instruction for underperforming student groups, including African American students.
3	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.
4	African American students trail All Students by 8 percentage points in Math and 20 percentage points in RLA at Meet Grade Level Performance, representing the district's most significant racial equity gap.	Inconsistent implementation of targeted, scaffolded Tier 1 instructional strategies and academic vocabulary instruction, combined with a lack of systematic, disaggregated PLC data tracking to identify and remediate specific skill gaps in Math and RLA for African American students.
5	STAAR Mathematics Performance remains stagnant with only 12% of students at Meets Grade Level in 2025 and 17% of students at Meets Grade Level in 2026.	High-Quality Instructional Materials (HQIM) and evidence-based instructional strategies (RBIS) are inconsistently implemented to build foundational math proficiency across grade levels.

6 ★

Westwood's teacher turnover rate of 30% is 10.9 points above the state average of 19.1%, creating instructional instability. With 43% of teachers having five or fewer years of experience, including 14% who are in their first year, the district must invest in structured induction, mentoring, and retention strategies.

Westwood ISD lacks a formalized, sustained induction and mentoring system that provides structured support, instructional coaching, and professional development specific to the needs of early-career teachers in a high-poverty rural context.

7 ★

The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.

Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.

8 ★

There is inconsistent, ongoing support and communication throughout the school year between district and campus leadership and, at times, across departments.

The district lacks clearly defined structures and protocols for interdepartmental collaboration and communication, leading to inconsistent implementation of initiatives and uneven support across campuses despite strong internal leadership development.

9 ★

While Westwood ISD offers a variety of events and opportunities for families to participate in school life, many of these are centered around celebrations or social activities. As a result, consistent, two-way communication and involvement related to student academic progress, instructional strategies, and goal-setting may be underutilized.

Academic-focused family engagement opportunities have not been systematically designed to include collaborative structures--such as workshops, data nights, or goal-setting conferences--that empower parents to actively support their child's learning journey at home and understand grade-level expectations.

★ = Priority

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 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability 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] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Goals

Goal 1

School Culture and Climate (Safe and Secure Schools): Westwood ISD will provide a positive, safe, secure, and healthy learning environment for all district stakeholders with a culture and climate that values respect, care, and high expectations.

Performance Objective 1

Ongoing implementation of the district's comprehensive school counseling program (TEC SS33.005).

Evaluation Data Source: Discipline reports, character program implementation usage reports

Strategy 1

District personnel will support improved student performance by implementing positive behavior interventions and support including the integration of best practices on grief-informed and trauma-informed care.

Staff Responsible for Monitoring: MTSS Specialist, Principals, Assistant Principals, Campus Counselors

Formative Reviews

November	February	May

Strategy 2

Ongoing implementation of strategies and supports to maintain and continue to reduce the district's current dropout rate.

Strategy's Expected Result/Impact: Increase in graduates.

Staff Responsible for Monitoring: Principals, PEIMS Director, Campus Counselors

Formative Reviews

November	February	May

Strategy 3

All staff will receive training that address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum/Instruction/Leadership, Principals

Formative Reviews

November	February	May

Performance Objective 2

Provide professional learning to all staff to maintain a safe and healthy learning environment.

Evaluation Data Source: Professional Learning logs, PD surveys, student discipline reports

Strategy 1

Provide annual training and support for all staff in the following areas - Bloodborne Pathogens, Bullying Prevention and Intervention, Digital Citizenship, Cybersecurity, Suicide Awareness & Prevention, and Human Trafficking.

Strategy's Expected Result/Impact: Create a safe and healthy environment for all.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum/Instruction/Leadership, Principals

Funding Sources: Eduhero 199 General Fund, $3,688

Formative Reviews

November	February	May

Strategy 2

All staff will receive training that address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities and their legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority. Local Policy FFG

Strategy's Expected Result/Impact: Student and staff safety and well-being.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum/Instruction/Leadership, WISD Police Chief, Principals, Counselors

Formative Reviews

November **February** **May**

Strategy 3

Train all new staff on Stop-the-Bleed and CPR.

Staff Responsible for Monitoring: WISD Police Department, District Nurse

Formative Reviews

November **February** **May**

Strategy 4

Campus counselors will continue to receive and provide ongoing training and support to school staff concerning trauma-informed practices and care. (Local Policy FFBA)

Strategy's Expected Result/Impact: The district will be prepared to provide information about available counseling options for students affected by trauma or grief.

Staff Responsible for Monitoring: PEIMS Director, Director of Special Programs, Principals, School Counselors

Formative Reviews

November **February** **May**

Strategy 5

WISD will continue the implementation of a curriculum that supports 5th-9th grade students in healthy decision-making and reducing risky behaviors.

Strategy's Expected Result/Impact: Increase in healthy decision-makers.

Staff Responsible for Monitoring: Assistant Superintendents, Director of Special Programs, Principals, Counselors

Funding Sources: Curriculum Materials and Resources 199 General Fund, $4,000

Formative Reviews

November **February** **May**

Performance Objective 3

The WISD Police Department will be utilized to maintain a safe and secure school community.

Strategy 1

Westwood ISD Police Department will follow the guidelines as set forth by school board policy. (Local Policy CKE) (TEC SS37.081(d)(1)].

Staff Responsible for Monitoring: Superintendent, District Police Chief

Formative Reviews

November	February	May

Performance Objective 4

Implement Schoolwide Culture Routines and Instructional Leadership practices to ensure a consistent structure and safety across campuses.

Evaluation Data Source: LIFT walkthrough rubrics, campus culture audits, discipline data, attendance data

Performance Objective 5

Reduce chronic absenteeism from 14.5% to less than 10% district-wide.

Evaluation Data Source: Coaching logs, walkthrough data, staff surveys, T-TESS evaluations.

Strategy 1

Trigger attendance protocols: parent contact (3 absences), intervention plan (5 absences), truancy review (10 absences).

Strategy's Expected Result/Impact: Tiered Attendance Interventions

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November	February	May

Strategy 2

Provide campus positive attendance incentives.

Strategy's Expected Result/Impact: Decrease Truancy

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Performance Objective 6

100% of Title I campuses will execute compliant PFE Compacts/Policies, achieving a 20% increase in family event attendance.

Evaluation Data Source: School Compacts, PFE Policies, Sign-in sheets

Strategy 1

Distribute bilingual Parent-School Compacts and PFE Policies by Oct 1.

Strategy's Expected Result/Impact: Title I Parent and Family Engagement

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Strategy 2

Host 2 academic-focused Family Nights per semester (focusing on student achievement data).

Strategy's Expected Result/Impact: Parent and Family Engagement, Student Achievement and Growth

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Performance Objective 7

Maintain 100% compliance with district anti-bullying reporting and complete counselor contact within 2 business days for all mental health referrals.

Evaluation Data Source: Campus documentation

Goal 2

Student Achievement: Westwood ISD will accelerate academic achievement for all students in Reading/Language Arts (RLA) and Mathematics by implementing High-Quality Instructional Materials (HQIM) with fidelity, executing Research-Based Instructional Strategies (RBIS), and operationalizing a district-wide Multi-Tiered System of Supports (MTSS) framework across all four campuses to significantly increase the percentage of students achieving Meets Grade Level standard or above on STAAR assessments.

Performance Objective 1

By the end of the 2026-2027 school year, the percentage of all students achieving Meets Grade Level standard or above in RLA on STAAR will increase from 34% (2024-2025) to 39% or above, District RLA Growth will increase from 63 to 67+, and NWEA MAP RLA grade-level proficiency/growth metrics across all campuses will increase to 50%+.

Evaluation Data Source: Local Assessments, Unit Assessments, MAP, STAAR

Strategy 1 ☑ Results Driven Accountability

Implement Bluebonnet Learning RLA (K-5) focused on Tier 1 rigor that drives students toward Meets Grade Level.

Strategy's Expected Result/Impact: HQIM & Rigorous Tier 1 Instruction (LIFT)

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Formative Reviews

November	February	May

Strategy 2

Conduct instructional walk-throughs at each campus a minimum of two times per six-week period using the district's observation and feedback tool to monitor HQIM fidelity

Formative Reviews

November **February** **May**

Strategy 3 ☑ Results Driven Accountability

Disaggregate STAAR, NWEA MAP, unit assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction

Strategy's Expected Result/Impact: Early intervention and increase academic perfomance

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Problem Statements: Demographics 2 - Student Learning 4

Formative Reviews

November **February** **May**

Strategy 4

Provide targeted professional development on HQIM lesson structure, RBIS strategies, and academic vocabulary instruction.

Strategy's Expected Result/Impact: Teacher support and professional growth, fidelity of implementation of curriculum

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Formative Reviews

November **February** **May**

Strategy 5

Provide bi-weekly after-school tutorials funded through State Compensatory Education (SCE).

Strategy's Expected Result/Impact: MTSS Operationalization & Acceleration to Meets

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.

Performance Objective 2

By the end of the 2026-2027 school year, the percentage of all students achieving Meets Grade Level standard or above in Mathematics on STAAR will increase from 22% (2024-2025) to 28% or above, District Math Growth will increase from 45 to 50+, and NWEA MAP Math grade-level proficiency/growth metrics will increase to 38%+.

Evaluation Data Source: Local Assessments, Unit Assessments, MAP, STAAR

Strategy 1 ☑ Results Driven Accountability

Implement TEKS-aligned Math HQIM in grades K-12 with unit-by-unit pacing monitored through six-week data reviews

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Funding Sources: Region 7 Academic Content Co-op 255 Title II, Part A, TPTR, $16,200

Formative Reviews

November	February	May

Strategy 2 ☑ Results Driven Accountability

Conduct instructional walk-throughs at each campus a minimum of two times per six-week period using the district's observation and feedback tool to monitor HQIM fidelity

Strategy's Expected Result/Impact: Improved instruction and support with consistency across the district.

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Problem Statements: Demographics 2 - Student Learning 4

Formative Reviews

November	February	May

Strategy 3 ☑ Results Driven Accountability

Disaggregate STAAR, NWEA MAP, Unit Assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction.

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Problem Statements: Demographics 2 - Student Learning 4

Funding Sources: TEKS Resources System Professional Learning 255 Title II, Part A, TPTR, $5,000

Formative Reviews

November	February	May

Strategy 4

Provide targeted professional development on HQIM lesson structure, RBIS strategies, and academic vocabulary instruction.

Strategy's Expected Result/Impact: Teacher support and professional growth, fidelity of implementation of curriculum

Staff Responsible for Monitoring: Superintendent, District and Campus Leaders, Curriculum and Instruction Staff

Formative Reviews

November	February	May

Strategy 5

Provide bi-weekly after-school tutorials funded through State Compensatory Education (SCE).

Strategy's Expected Result/Impact: MTSS Operationalization & Acceleration to Meets

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November	February	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The Special Education population represents 19.9% of active enrollment, above the state average of 13.9%, requiring sustained investment in specially designed instruction, inclusion practices, and MTSS Tier 2 and Tier 3 academic supports.	Special Education referrals occur before general education Tier 2 and Tier 3 supports are fully exhausted, compounded by a high-poverty rural community context in which students frequently arrive with unmet learning and developmental needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Students served through Special Education scored 33 percentage points below All Students in Math and 39 percentage points below in RLA at the Approaches level, with an Academic Growth score of 35% in RLA (2025-2026).	Lack of structured, evidence-based intensive interventions and targeted SDI (Specially Designed Instruction) addressing foundational skill deficits in reading fluency, comprehension, and mathematical problem-solving. Progress monitoring tools are inconsistently utilized to track IEP goal mastery and adjust instructional strategies prior to state assessments.

Goal 3

Staff Quality, Recruitment, and Retention: Westwood ISD will design and coordinate systems to recruit, develop, and retain highly qualified staff.

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, the teacher turnover rate will decrease from 27.6% to 23% or below, and 100% of first- and second-year teachers will be enrolled in a structured induction and mentoring program with documented coaching cycles at every six-week interval.

Evaluation Data Source: Culture and climate surveys and feedback

Strategy 1

Exit interview data will be collected from 100% of voluntarily departing staff; a staff culture and retention survey will be administered district-wide each spring with a target response rate of 80% or higher.

Strategy's Expected Result/Impact: Decreased turnover rate.

Staff Responsible for Monitoring: Superintendent, Public Relations Coordinator, Human Resources Coordinator

Formative Reviews

November	February	May

Strategy 2

Assign a trained mentor teacher to every first- and second-year teacher by the first week of school, with a minimum of one 45-minute collaborative planning session per week

Strategy's Expected Result/Impact: Teacher support and retention

Staff Responsible for Monitoring: District and Campus Leaders, PREP Program Coordinator

Formative Reviews

November	February	May

Strategy 3

Enroll all selected mentor teachers in Region 7 ESC PREP Mentor Training and Certification

program.

Strategy's Expected Result/Impact: Teacher support and teacher growth.

Staff Responsible for Monitoring: District and Campus Leaders, PREP Program Coordinator

Formative Reviews

November	February	May

Strategy 4

Provide mentor stipends as recognition of expanded professional responsibilities.

Strategy's Expected Result/Impact: Teacher growth and retention

Staff Responsible for Monitoring: Superintendent, Payroll, Federal Programs Director

Funding Sources: 255 Title II, Part A, TPTR, $27,000

Formative Reviews

November	February	May

Performance Objective 2

Conduct exit interviews with 100% of voluntarily departing staff; administer annual staff culture and retention survey each spring with an 80% target response rate.

Strategy 1

By the end of the 2026-2027 school year, utilizing the Mentoring PREP Allotment and Title II, Part A program funds for mentor stipends, Westwood ISD will implement a formalized, multi-year induction program for all first- and second-year teachers that includes structured mentoring, scheduled instructional coaching cycles, and differentiated professional development aligned to the needs of early-career teachers in a high-poverty rural context.

Strategy's Expected Result/Impact: Westwood ISD will develop and implement a New Teacher Induction Program (NTIP) that provides systematic, sustained support for all first- and second-year teachers across all four campuses. The program will be designed in collaboration with instructional coaches, campus principals, and Region 7 ESC and will be anchored in the district's Westwood University professional development framework.

Staff Responsible for Monitoring: Curriculum and Instruction Department

Formative Reviews

November	February	May

Performance Objective 3

By the end of the 2026-2027 school year, 100% of assistant principals will participate in a structured leadership development program through Region 7 ESC or a TEA-approved pathway,

Strategy 1

Enroll Assistant Principals in Region 7 leadership academies when available.

Strategy's Expected Result/Impact: Increased leadership capacity, improved consistency in instructional feedback and evaluation across campuses, and aligned leadership practices to support teacher growth and retention.

Staff Responsible for Monitoring: District Leadership Team

Formative Reviews

November	February	May

Goal 4

Demographics: Westwood ISD will continue to identify the educational needs of all students in order to close achievement gaps across all demographic groups.

Performance Objective 1 ☑ High Priority

Increase the percentage of African American students achieving Meets Grade Level standard or above in STAAR Mathematics from 10% to 17% or above, and in STAAR RLA from 23% to 30% or above, while increasing Math Growth from 42 to 46+.

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1

Disaggregate 6-week DMAC unit assessments and NWEA MAP diagnostic data specifically by race/ethnicity, EB status, and socio-economic status to track Meets growth.

Strategy's Expected Result/Impact: Targeted Subgroup Acceleration

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November	February	May

Performance Objective 2 ☑ High Priority

Increase the percentage of Special Education students achieving Meets Grade Level standard or above in STAAR Mathematics from 7% to 13% or above, and in STAAR RLA from 8% to 14% or above; elevate Academic Growth to 44 in Math and 38 in RLA.

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1 ☑ Results Driven Accountability

Audit 100% of IEP goals for TEKS alignment and rigor to support grade-level Meets expectations by December.

Strategy's Expected Result/Impact: Specially Designed Instruction (SDI) for Rigor

Staff Responsible for Monitoring: SpEd Director, ARD Facilitators, Coaches

Formative Reviews

No Progress

November **February** **May**

Strategy 2 ☑ Results Driven Accountability

Deliver ESC Region 7 SDI training for special education and general education teachers.

Strategy's Expected Result/Impact: Specially Designed Instruction (SDI) for Rigor

Staff Responsible for Monitoring: SpEd Director, ARD Facilitators, Coaches

Formative Reviews

No Progress

November **February** **May**

Strategy 3 ☑ Results Driven Accountability

Conduct monthly campus SpEd data progress reviews using DMAC.

Strategy's Expected Result/Impact: Specially Designed Instruction (SDI) for Rigor

Staff Responsible for Monitoring: SpEd Director, ARD Facilitators, Coaches

Formative Reviews

No Progress

November **February** **May**

Performance Objective 3 ☑ High Priority

Increase the percentage of Emergent Bilingual students achieving Meets Grade Level standard or above in STAAR Mathematics from 7% to 13% or above, and in STAAR RLA from 15% to 22% or above.

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1 ☑ Results Driven Accountability

Disaggregate 6-week DMAC unit assessments and NWEA MAP diagnostic data specifically by race/ethnicity, EB status, and socio-economic status to track Meets growth.

Strategy's Expected Result/Impact: Targeted Subgroup Acceleration

Staff Responsible for Monitoring: Campus Leaders, EB Coordinator

Formative Reviews

No Progress

November **February** **May**

Strategy 2

Utilize SummitK12 and ELPS-aligned instructional strategies to accelerate English language proficiency and academic performance to Meets level.

Strategy's Expected Result/Impact: Targeted Subgroup Acceleration

Staff Responsible for Monitoring: Campus Leaders, EB Coordinator

Formative Reviews

No Progress

November **February** **May**

Performance Objective 4 ☑ High Priority

Increase the overall Closing the Gaps domain score from 67 (D) to 72+ (C).

Evaluation Data Source: State Assessment Data, Local Assessment Data

Strategy 1

Track academic and attendance progress for all At-Risk students using DMAC data management systems funded by SCE to ensure academic progress toward Meets Grade Level.

Strategy's Expected Result/Impact: Accelerated Instruction

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November **February** **May**

Strategy 2

Target High Focus Groups academic performance for specialized Tier 2 acceleration.

Strategy's Expected Result/Impact: Accelerated Instruction

Staff Responsible for Monitoring: District and Campus Leaders

Formative Reviews

No Progress

November	February	May

Goal 5

Westwood ISD will ensure all high school graduates demonstrate college, career, or military readiness by increasing overall CCMR performance, expanding Dual Credit and Industry-Based Certifications through Perkins V alignment, maintaining robust dropout prevention strategies, and building early TSIA preparation into 8th-11th grade pathways.

Performance Objective 1

Elevate overall CCMR to 95%+, increase Dual Credit participation to 21%+, and increase TSI Math + RLA readiness from 21.1% to 26%+.

Evaluation Data Source: CCMR reports, data reviews

Strategy 1

Identify 8th-grade students needing academic support based on NWEA MAP and DMAC data, building 4-year college readiness plans targeting TSI/Meets standards.

Strategy's Expected Result/Impact: TSIA Pipeline

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Strategy 2

Embed TSIA preparation for all 11th-grade students who have not met criteria.

Strategy's Expected Result/Impact: TSIA Pipeline

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Strategy 3

Audit semi-annual Industry-Based Certifications progress across all CTE concentrators in compliance with Perkins V.

Strategy's Expected Result/Impact: Increased IBCs

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Strategy 4

Align CTE programs of study with Anderson County high-demand regional workforce needs and work-based learning opportunities.

Strategy's Expected Result/Impact: Workforce Certification Pathway

Staff Responsible for Monitoring: Campus Leaders, CTE Director, Counselors

Formative Reviews

No Progress

November	February	May

Performance Objective 2 ☑ High Priority

Maintain a 97%+ 4-year graduation rate for All Students, maintain a 0% annual dropout rate, and enforce DAEP academic continuity protocols.

Evaluation Data Source: TAPR, Accountability Reports

Strategy 1

Conduct 6-week credit recovery audits for 9th-12th graders failing courses.

Strategy's Expected Result/Impact: Maintain graduation rate

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November	February	May

Strategy 2

Ensure students placed in DAEP receive uninterrupted TEKS/HQIM coursework and counseling progress checks to prevent dropouts.

Strategy's Expected Result/Impact: Continuity of services

Staff Responsible for Monitoring: Campus Leaders

Formative Reviews

No Progress

November	February	May

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Implement Bluebonnet Learning RLA (K-5) focused on Tier 1 rigor that drives students toward Meets Grade Level.
2	1	3	Disaggregate STAAR, NWEA MAP, unit assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction
2	2	1	Implement TEKS-aligned Math HQIM in grades K-12 with unit-by-unit pacing monitored through six-week data reviews
2	2	2	Conduct instructional walk-throughs at each campus a minimum of two times per six-week period using the district's observation and feedback tool to monitor HQIM fidelity
2	2	3	Disaggregate STAAR, NWEA MAP, Unit Assessment, and benchmark data by subgroup at each six-week data review to identify students not responding to Tier 1 instruction.
4	2	1	Audit 100% of IEP goals for TEKS alignment and rigor to support grade-level Meets expectations by December.
4	2	2	Deliver ESC Region 7 SDI training for special education and general education teachers.
4	2	3	Conduct monthly campus SpEd data progress reviews using DMAC.
4	3	1	Disaggregate 6-week DMAC unit assessments and NWEA MAP diagnostic data specifically by race/ethnicity, EB status, and socio-economic status to track Meets growth.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $901,017.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

SCE funds will be used to implement the Texas Prekindergarten program to support early education. These funds will also be used to continue the implementation of the Disciplinary Alternative Education Program to meet the needs of students who have a change in placement due to behavior. Other SCE services include academic and behavioral intervention supports through programs and staff, and supplemental reading programs implemented to meet the specific needs of students at risk of dropping out of school.

Personnel for District Improvement Plan

Name	Position	FTE
Beth Boger	PK Teacher	0.5
Harlee Paul	PK Paraprofessional	0.5
Isaiah Hollins	DAEP Teacher	1
Kelli Gunnels	PK Teacher	0.5
Nikki Richburg	PK Teacher	0.5
Nina Reese	PK Paraprofessional	0.5
Rebekah Stevens	Instructional Coach	1
Shelby Leisure	PK Paraprofessional	0.5

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Westwood ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.
The district sets performance targets for all students, and those targets are disaggregated by student groups to ensure all students are supported.
The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.
Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

1.2 Identifying students who may be at risk for academic failure;

Westwood ISD campuses have committees that meet a minimum of each six weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKs-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to

prepare them for the upcoming school year.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Westwood ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.

Descriptor 2: Teacher Quality

Annually, during the spring and summer of each year, Westwood ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made as needed.

Descriptor 3: School Improvement and Support Activities

School Improvement Campuses in Years 3 and 4:
Westwood Elementary and Westwood Junior High receive assistance in:

- Professional development to assist in implementing research-based strategies which address the needs of the student groups who are struggling to meet standards
- Assistance in developing, revising and implementing the school plan.
- Assistance in designing a plan for the best use of funds to meet the school's program improvement needs.

School Improvement Campuses in years 3 and 4 receive assistance in

- Response to Intervention personnel at each site for instruction, data analysis, and coaching.
- Personnel assignments at school sites are adjusted to meet the needs of the students.
- Summer school programs
- Restructured schedules and extended learning periods.
- Assistance in implementing the curriculum.
- Restructured school schedules to include extended learning periods and block scheduling.

Descriptor 4: Measure of Poverty

Westwood ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains

documentation locally for students coded 01, 02, and 99.

Descriptor 5: Nature of Programs

All of Westwood ISD's Title I campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year.

Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.

Descriptor 6: Services to Homeless Children and Youth

Our school system ensures access for homeless children and youth by removing barriers to enrollment and attendance, and by providing support services to assist students with their academics.

1. **Enrollment:** The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside their attendance boundaries, eliminating barriers such as interdistrict transfer paperwork.
2. **Attendance:** The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for the necessities and transportation of homeless children and youth.
3. **Success:** The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based organizations, including local shelters, food banks, and other agencies, to provide resources and information to families in need.

Descriptor 7: Parent and Family Engagement Strategy

Our strategy for engaging parents, families, and community members is built on accessibility, collaboration, and shared responsibility. We ensure families are informed, supported, and actively involved in their child's success.

We host quarterly family engagement events, including literacy nights, math and reading strategy nights, FAFSA workshops, and curriculum resource nights. These trainings are based on parent input via surveys and parent meetings.

We also prioritize communication and parent capacity-building. We use ParentSquare to communicate regularly with families.

Westwood ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please click HERE to view our District Written PFE Policy for the 2026-2027 school year. It outlines our PFE program and the specific strategies employed to engage parents.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Westwood ISD Pre-Kindergarten classes are located on our Primary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The Primary campus also hosts a parent meeting focusing on Kindergarten Transition.The Pre-K classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The Pre-K program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.

Pre-K students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Westwood ISD does not operate targeted assistance programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Our school system's college, career, and military readiness (CCMR) strategy builds directly on our vertically aligned assessment system and TEKS-focused curriculum to ensure pathway preparation.

Westwood ISD implements strategies to facilitate effective transitions for students. The middle school provides an orientation for incoming 5th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students engage in career exploration through our state-approved Naviance platform, which connects their academic performance data to potential career clusters. Middle school students also attend a career pathway day to explore available options in high school. Eighth graders also tour the high school and meet with core teachers to ease the transition.
All high school students complete personalized graduation plans that incorporate:

- Endorsement pathways aligned to regional workforce needs
- Dual-credit courses through our local community college partnership

- Industry-based certifications in high-demand fields
- Military readiness preparation through ASVAB testing

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Westwood ISD works hard to coordinate with its higher education partner, TVCC, and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses and technical schools. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.

Descriptor 11: Discipline Disproportionality

Westwood ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. When patterns emerge, we respond with targeted, evidence-based interventions such as restorative circles, behavior intervention plans, check-in/check-out systems, and classroom management coaching.

District-wide, Westwood ISD is implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Westwood ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through the state-approved Naviance platform, which connects academic performance data to potential career clusters.
High School students prepare for and participate in the workforce through job shadowing with business partners and Industry mentors, as well as internships.
The district also collaborates with institutions of higher education and regional employers to ensure that CTE offerings remain responsive to local labor market demands.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, industry mentors, and internship opportunities. A large percent of high school students graduate with four or more classes in a specific pathway as well as an industry-based certification that can help them gain a competitive edge when applying for jobs out of high school. We currently offer seven pathways, each ending in a TEA industry-based certification.
The district evaluates local labor market data annually to ensure the programs of study offered are aligned with high-demand, high-wage jobs in the area.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Not Applicable

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Not Applicable

Title I Personnel

Name	Position	Program	FTE
Alana Spurlock	Title I Paraprofessional	Instruction	1
Brooke Barnett	Instructional Coach	Curriculum and Instruction	1
Cassidee Mercer	Instructional Coach	Curriculum and Instruction	1
Darrian Caldwell	Title I Paraprofessional	Instruction	1
Dorothy Martin	Title I Paraprofessional	Instruction	1
Jeanette Gatica	Instructional Coach	Curriculum and Instruction	1
Jessica Morman	Instructional Coach	Curriculum and Instruction	1
Kedranea Addison	Title I Paraprofessional	Instruction	1
Nelda Barrett	Title I Paraprofessional	Instruction	1
Shelby Burks	Title I Paraprofessional	Instruction	1
Talia Hodge	Interventionist	Intervention	1
Tina Arnold	Title I Paraprofessional	Instruction	1

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2027 @ 4:15 PM	Westwood Administration Building	--	--
April 21, 2027 @ 4:15 PM	Westwood Administration Building	--	--
March 10, 2027 @ 4:15 PM	Westwood Administration Building	--	--
February 10, 2027 @ 4:15 PM	Westwood Administration Building	--	--
December 9, 2026 @ 4:15 PM	Westwood Administration Building	--	--
November 4, 2026 @ 4:15 PM	Westwood Administration Building	--	--
October 14, 2026 @ 4:15 PM	Westwood Administration Building	--	--

Members

First Name	Last Name	Position	Committee Role
Aimee	Stringer	Parent	Parent
Amanda	Haney	English Teacher	High School Teacher
Amber	Gonzalez	Parent	Parent
Ambrea	Westmoreland	Primary Paraprofessional	Primary Paraprofessional
Angela	Johnson	High School Principal	Campus Administrator
Ashley	Hunt	Parent	Parent
Ashley	Ross	Parent	Parent
Brooke	Barnett	Instructional Coach	Instructional Coach
Bryce	Newman	Parent	Parent
Cassie	Huddleston	Junior High School Principal	Campus Administrator
Chris	Alford	Assistant Superintendent - Finance & Operations	District-level Professional
Cody	Young	Parent	Parent
Crystal	Feagins	Library Support	Junior High Paraprofessional

First Name	Last Name	Position	Committee Role
Dana	Douglas	Elementary Diagnostician	Special Education Diagnostician
Debbie	Jenkins	Intervention Teacher	Primary Teacher
Dennis	O'Bannon	Parent	Parent
Diane	Davis	Primary Paraprofessional	Primary Paraprofessional
Emma	Kanetzky	History Teacher	High School Teacher
Erin	Barron	Dyslexia Teacher	Elementary Teacher
Faith	Bailey Newman	Parent	Parent
Glenna	Lesh	Special Education Teacher	Elementary Teacher
Gregory	Aiello	Parent	Parent
Jeanette	Gatica	JH Instructional Coach	Instructional Coach
Katie	Robertson	4th Grade Teacher	Elementary Teacher
Kayla	Warren	Primary School Principal	Campus Administrator
Kendra	Aristide	High School Counselor	School Counselor
Kedranea	Addison	JH Instructional Paraprofessional	JH Paraprofessional
KeUndre	Clewis	Parent	Parent
Lawrence	Coleman	Interim Superintendent	District-level Professional
Lisbeth	Guity	Parent	Parent
Madison	Roberson	CTE Teacher	Classroom Teacher
Michele	Birdow	Parent	Parent
Mindy	Place	PEIMS Director	District-level Professional
Nathan	Allen	Director of Technology	District-level Professional
Nicole	Sandifer	Parent	Parent
Reagan	Swafford	CTE Director	Campus Administrator
Rebecca	Rogers	Parent	Parent
Shannon	Rodriguez	Elementary School Principal	Campus Administrator
Shinnitta	Foreman	Special Education Director	District-level Professional
Tana	Murrell	Parent	Parent
Tara	Farris	Parent	Parent
Tiffany	Carwell	Director of Special Programs	District-level Professional

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Eduhero	--	$3,688.00
1	2	5	Curriculum Materials and Resources	--	$4,000.00
				Sub-Total	$7,688.00
				Budgeted Fund Source Amount	$6,526,692.00
				+/- Difference	**$6,519,004.00**

199-PIC 21 State Gifted and Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$27,207.00
				+/- Difference	**$27,207.00**

199-PIC 22 State Career & Technical

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,730,919.00
				+/- Difference	**$1,730,919.00**

199-PIC 23 State Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$936,474.00
				+/- Difference	**$936,474.00**

199-PIC 24 State Comp Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,694,033.00
				+/- Difference	**$1,694,033.00**

199-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$51,908.00
				+/- Difference	**$51,908.00**

244 Perkins Career & Technical Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,739.00
				+/- Difference	**$19,739.00**

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$480,883.00
				+/- Difference	**$480,883.00**

255 Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Region 7 Academic Content Co-op	--	$16,200.00
2	2	3	TEKS Resources System Professional Learning	--	$5,000.00
3	1	4		--	$27,000.00
				Sub-Total	$48,200.00
				Budgeted Fund Source Amount	$66,612.00
				+/- Difference	**$18,412.00**

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

270 Title V, RLIS

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$49,914.00
				+/- Difference	**$49,914.00**

IDEA-B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$330,960.00
				+/- Difference	**$330,960.00**

IDEA-B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,846.00
				+/- Difference	**$9,846.00**

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

ID&R Action Plan ESC 7

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Actively and safely recruit OSYs.Complete COEs as needed. ***Currently Eligible Migratory Children*:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. • TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers TX-NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	**INDIVIDUALS RESPONSIBLE**	**TIMELINE**
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Title I, Part C – Migrant Education Program
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level. 383
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
7	001908		Tiffany Carwell
District Name:		School Year	Date:
Westwood Independent School District		2026-2027	August 19, 2026

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

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Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Tiffany Carwell	ESC Reviewer Signature	Tara Evers
Date	08/19/2026	Date Review Complete	5/5/2026

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	To ensure 100% of the PFS students are prepared to transition to the next grade level through support offered at the campus level. 385

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Before the end of each month, August 2025-July 2026	NGS Specialist	PFS Tracking Report 386
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP Contact	PFS Report

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	ongoing	District migrant contact, principal, teacher or district assigned personnel	PFS reports/completed student reviews
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP Staff	Calendars, meeting notes

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
7	001908	Westwood Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory who are PFS.			
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
   a. Interfere with a student's educational opportunities; or
   b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

Joint/Contracted DAEP

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

Funding

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

Location

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)

Safety

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

19 TAC 103.1201(h)

Staffing

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

19 TAC 103.1201(i)

Entrance Procedures

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

Academics

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focuses on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

Education Code 37.008(l); 19 TAC 103.1201(f)

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

School Day

The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. *19 TAC 103.1201(f)(2)*

Accountability

The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. *19 TAC 103.1201(e)*

Academic Assessments

A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:

1. Initially on placement of the student in the program; and
2. Subsequently on the date of the student's departure from the program, or as near that date as possible.

The assessment instrument:

1. Must be designed to assess at least a student's basic skills in reading and mathematics;
2. May be:
    a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or
    b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and
3. Is in addition to the required state assessments [see EKB].

Education Code 37.0082

Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.

The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

19 TAC 103.1203

Special Populations

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

Transition to Regular Classroom

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023.*19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

Education Code 37.023(a)

After Determination of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
    a. The student's parent or a person standing in parental relation to the student; and
    b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
    a. An assessment of the student's academic growth while attending the alternative education program; and
    b. The results of any assessment instruments administered to the student.

Education Code 37.023(b)

Coordination After Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

Education Code 37.023(c)

Personalized Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
    a. Recommendations for the best educational placement of the student; and

b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and

2. May include:

a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;

b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and

c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

Education Code 37.023(e)-(f)

Threat Assessment

Definitions

"Harmful, threatening, or violent behavior" includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student's expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

"Team" means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment and Safe and Supportive Schools Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs;
3. Require each team established under this section to report the required information regarding the team's activities to TEA [see Reporting to TEA, below];
4. Require each district campus to establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate school employee;

5. Provide for:

   a. A district employee who reports a potential threat to a team to elect for the employee's identity to be confidential and not subject to disclosure Government Code Chapter 552 (Public Information Act), except as necessary for the team, the district, or law enforcement to investigate the potential threat; and

   b. The district to maintain a record of the identity of a district employee who elects for the employee's identity to be confidential; and

6. Require that, as soon as safe and practicable after an administrator or team for a district campus receives information regarding a threat made against that campus, including threats made through social media, the administrator or team shall immediately provide notice to each member of the teaching staff, including teacher's aides, who may be directly affected by the threat that must include a statement of the existence of the threat, the nature of the threat, and any other pertinent details to ensure student and staff safety.

Membership

General Team Composition

The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team, and in serving a particular campus, the team includes the person designated to serve as the campus behavior coordinator for that campus.

Assessment of Student in Special Education Program

If a student in a special education program under Education Code Chapter 29, Subchapter A, is the subject of a threat assessment, the team conducting the assessment must include at least one person who has specific knowledge of the student's disability and the disability's manifestations and who is:

1. A special education teacher who provides instruction to the student;

2. A behavior analyst licensed under Occupations Code Chapter 506;

3. A clinical or master social worker licensed under Occupations Code Chapter 505; or

4. A specialist in school psychology licensed under Occupations Code Chapter 501.

If a student in a special education program under Education Code Chapter 29, Subchapter A, is the subject of a threat assessment, the team conducting the assessment must include a person who has knowledge of student disabilities and how student disabilities manifest and may include:

1. An educational diagnostician;
2. A behavior specialist;
3. A special education teacher assigned to the student;
4. A licensed behavior analyst;
5. A licensed clinical or licensed master social worker; or
6. A licensed specialist in school psychology.

Oversight Committee

The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.

Team Duties

Each team shall:

1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:
    a. Referring a student for mental health assessment; and
    b. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;
2. Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual; and
3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].

Use of Sentinel Assessment Instrument, Manual, and Field Guide

Effective August 1, 2025, when conducting a threat assessment, members of a threat assessment team shall utilize the threat assessment instrument, manual, and field guide in Sentinel [see CKA], which are consistent with the model policies published by the TxSSC. *19 TAC 103.1213(e)(1)(A)*

Parental Participation

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student regarding the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to participate in the assessment, either in person or remotely, and to submit to the team information regarding the student.

After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

Consent for Mental Health-Care Service

A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.

Education Code 37.115(c)-(g)

Determination of Risk

On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent, and if the individual is a student, immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)-(j)

Recordkeeping

Materials and information provided to or produced by a team during a threat assessment of a student under this provision must be maintained in the student's school record until the student's 24th birthday. *Education Code 37.115(j-1)*

[For information regarding the transfer of threat assessment records between school districts, see FD and FDA.]

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
    a. Any disciplinary action taken, including a change in school placement;
    b. Any action taken by law enforcement; or
    c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
    a. Citations issued for Class C misdemeanor offenses;
    b. Arrests;
    c. Incidents of uses of restraint;
    d. Changes in school placement, including placement in a JJAEP or DAEP;
    e. Referrals to or changes in counseling, mental health, special education, or other services;
    f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
    g. Unexcused absences of 15 or more days during the school year; and

h. Referrals to juvenile court for truancy; and

5. The number and percentage of school personnel trained in:

   a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;

   b. Mental health or psychological first aid for schools;

   c. Training relating to the safe and supportive school program; or

   d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Notification to Teaching Staff of Threat

As soon as safe and practicable after an administrator or team receives information regarding a threat against a campus, including a threat made through social media, the appropriate administrator or the team shall immediately provide to each member of the teaching staff, including teacher aides, who may be directly affected by the threat a statement containing the following information:

1. The existence of the threat;
2. The nature of the threat; and
3. Any other pertinent detail to ensure student and staff safety.

The Superintendent shall develop administrative regulations to ensure that the required notice is provided to the teaching staff in accordance with law. The administrative regulations may also address notification of other appropriate employees on the affected campus.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures,

the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.

2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.

3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

   For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

   For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

   For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

   For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or

2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community	The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.
Reports	The team shall provide reports to the Texas Education Agency as required by law.

10. **Board to Consider Approval of Consent Agenda;**
    A. Minutes of October 19, 2026 Regular Board Meeting and October 26, 2026 Special Meeting.
11. **Action Items**
    A. Consideration and Possible Action to Select a Superintendent Search Firm
    B. Consideration and Possible Action to Approve the Westwood Elementary School Turnaround Plan (TAP)
    C. Consideration and Possible Action to Approve HVAC Replacement Proposals for Westwood High School
    D. Consideration and Possible Action to Approve Revisions to the 2026-2027 Compensation Plan
    E. Consideration and Possible Action to Approve the 2026-2027 Campus Improvement Plans
    F. Consideration and Possible Action to Approve the 2026-2027 District Improvement Plan
12. **Future Agenda Items and Requests**
13. **Closed Session**
    A. Personnel
    B. Acknowledge Professional Contracts
14. Board to vote on items discussed in closed session
15. **Adjournment**

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Texas Government Code Section:

551.071	Private consultation with the Board's Attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.083	Considering the standards, guidelines, terms, or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
551.084	Excluding witnesses from a hearing.

Texas Education Code:

39.030(a)	To discuss or adopt individual assessment instruments or assessment instrument items.

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Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:

(a) In the open meeting covered by the notice upon the reconvening of the public meeting; or

(b) At a subsequent public meeting of the School Board upon notice thereof: as the School Board shall determine.

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