

Pflugerville Independent School District

Westview Middle School

2025-2026

Accountability Rating: F



Board Approval Date: October 16, 2025
Public Presentation Date: September 17, 2025

Mission Statement

Westview students will be equitably empowered with the academic, social, and emotional knowledge and skills to live choice-filled lives and be successful contributors to society.

Vision

Success means equity in instruction and social-emotional learning for ALL students. Achievement is ALL STUDENTS CAN by any means necessary.

Value Statement

We will create a safe community through high expectations.

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

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Westview Middle School is a Title I Schoolwide campus located in Austin, TX near Parmer Lane and Metric Blvd. Westview serves an ethnically diverse and mostly economically disadvantaged community of 779 students in grades 6-8 as of the Fall 2024. Our families are from single-family homes, duplex homes, and many apartments, including Section 8 housing. According to our campus registration data, over 49% of our students speak a first-language other than English, and we have 24 different languages represented across the campus. English and Spanish are the primary languages spoken at Westview, and we have students from all across the globe, including Cuba, Mexico, Venezuela, Colombia, Russia, China, and other countries. Westview is also the only middle school in Pflugerville ISD that houses the International Newcomer Academy, implemented during the 2023-2024 school year. This academy serves Emergent Bilingual students who are in their first or second year in the country. 161 students (21% of the campus) have been in U.S. schools for 2 years or less.

Student Demographics - Westview Middle School (Source: TAPR & OnDataSuite)							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	763	796	723	682	714	672	765
African American	19.5%	20.4%	21.3%	20.2%	20.2%	17.6%	16.6%
Hispanic	61.1%	60.8%	60.2%	61.1%	61.7%	61.0%	64.9%
White	10.4%	9.7%	10.7%	10.5%	9.8%	10.6%	8.0%
American Indian	0.0%	0.0%	0.1%	0.0%	0.1%	0.3%	0.1%
Asian	6.8%	6.8%	5.7%	6.1%	5.81	6.9%	5.7%
Pacific Islander	0.1%	0.1%	0.0%	0.0%	0.1%	0.5%	0.2%
Two or More Races	2.1%	2.3%	2.1%	2.1%	2.18	3.3%	4.5%

There has been a steady increase in the number of Emergent Bilingual students, with nearly half of the student body identified, as well as an increase in immigrant students largely due to the addition of the International Newcomer Academy at our campus. Our campus At-Risk population has increased steadily over the years and is currently over 80%, primarily the result of students not passing STAAR tests or core content courses.

Student Special Program Identification/Participation - Westview Middle School (Source: TAPR & OnDataSuite)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

Student Special Program Identification/Participation - Westview Middle School (Source: TAPR & OnDataSuite)						
Economically Disadvantaged	80.7%	76.1%	76.1%	69.1%	68.1%	72.21%
Emergent Bilingual Students	37.3%	40.3%	43.6%	46.8%	50.8%	59.87%
Immigrant	5.90%	3.46%	3.18%	4.18%	9.9%	28.31%
At-Risk	74.4%	74.8%	76.7%	80.8%	82.0%	86.75%
Special Education	14.3%	13.4%	15.2%	16.3%	14.1%	12.08%
Gifted & Talented	7.9%	8.9%	10.5%	9.3%	9.0%	7.4%
Dyslexia	5.9%	6.8%	7.7%	9.2%	9.8%	7.92%
Section 504	8.5%	10.8%	11.5%	11.98%	11.8%	8.44%
Homeless	2.0%	0.8%	2.9%	0.0%	1.5%	2.99%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Staff Demographics

Westview Middle School strives to hire a staff that reflects the diversity of our students. For the 2024-2025 school year, our staff demographics are as follows: 27% African American, 29% Hispanic, 43% White, and 1% Asian. Westview MS employs 53 certified teachers, 11 educational associates, 7 office staff, 1 librarian, 1 nurse, 3 counselors, 3 assistant principals, 1 assistant principal intern, 2 instructional coaches, and 1 campus principal.

Teacher Demographics - Westview Middle School (Source: TAPR)				
	2020-2021	2021-2022	2022-2023	2024-2025
Total Teachers	58.8	66.1	52.6	41
African American	13.6%	10.7%	8.1%	14.9%
Hispanic	26.2%	23.2%	25.9%	20%
White	53.4%	60.2%	62.2%	56.3%
American Indian	1.7%	1.8%	1.9%	2.2%
Asian	0.0%	0.0%	1.9%	6.6%
Pacific Islander	0.0%	0.0%	0%	0%
Two or More Races	5.1%	4.0%	0%	0%

Teacher Experience & Teacher Facilitators

Historically, Westview has had teachers mostly in their beginning years of teaching to 5 years of teaching experience. This is primarily a result of the lack of teacher retention. At the Westview Middle School

end of the 2022-2023 school year, approximately 37% of Westview teaching staff did not return, and teaching staff who were hired were primarily within their first 5 years of teaching.

Teachers by Years of Experience - Westview MS (Source: TAPR and PfISD Human Resources for 2024-2025)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	3.4%	4.9%	10.1%	18.9%	18%	1.8%
1-5 Years Experience	30.5%	35.7%	29.8%	36.4%	38%	40%
6-10 Years Experience	28.6%	19.5%	28.4%	25.5%	26%	27.3%
11-20 Years Experience	26.3%	29.1%	19.6%	8.8%	8%	20%
21-30 Years Experience	11.3%	7.4%	8.5%	6.7%	6%	9.1%
Over 30 Years Experience	not reported	3.4%	3.7%	3.8%	4%	1.8%

	2023-2024	2024-2025
Teacher Facilitators (Uncertified)	12	5
New to WMS Teachers	28 (41%)	14 (21%)

Demographics Strengths

- Westview’s student population and faculty continue to be diverse and reflect our strong culturally diverse learning environment and climate at the campus.
- For the 2024-2025 school year, Westview has added staff and faculty that are representative of our student population.
- Westview added 15 new teaching staff, 14 of which have prior teaching experience and are certified. This is an increase from the previous year with our retention of diverse, experienced staff.
- Westview has reduced the number of teacher facilitators (uncertified teachers) from 12 in the 2023-2024 school year to 5 in the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our current campus student population currently reflects a high percentage of economically disadvantaged families. Additionally, our campus has 60% of students that are identified as Emergent Bilingual with approximately 28% with two years or less in United States schools.

Root Cause: Immediate basic needs due to family hardships contributes to the learning gaps and instructional support from home. In addition, there is a need for ongoing training on trauma-informed learning as well as instructional practices and interventions that support a diverse group of learners, including supporting newcomers.

Problem Statement 2: Currently, nearly 42% of teachers are within their first five years of teaching. Campuses with high percentages of low socio economic students can be challenging to veteran educators, but teachers new or newer to the profession require a higher level of support, especially in this environment.

Root Cause: It can be challenging to recruit teachers on a campus with high percentages of low-socio economic students, especially a campus with a history of challenges related to school accountability.

Problem Statement 3: Nearly 65% of students at Westview Middle School are Hispanic, while only 20% of teachers are Hispanic.

Root Cause: Recruitment efforts for diverse educators has been a challenge.

Student Learning

Student Learning Summary

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		59	F	
Student Achievement		58	F	70%
STAAR Performance	30	58		
College, Career and Military Readiness				
Graduation Rate				
School Progress		58	F	0%
Academic Growth	50	57	F	
Relative Performance (Eco Dis: 72.6%)		58	F	✓
Closing the Gaps	34	70	C	30%

This campus earned a Student Achievement scale score that is less than 60. It also earned scale scores less than 60 in at least two of the following three domains: Academic Growth, Relative Performance, and Closing the Gaps. Therefore, the highest Overall scale score that can be awarded is 59.

Missed Closing the Gaps Targets

Targets were met for Academic Achievement in RLA and Growth in RLA for the African American student group, as well as for Progress in Achieving English Language Proficiency for Emergent Bilingual students.

All other targets were missed and include:

- Academic Achievement in RLA: All Students, Hispanic student group, High Focus student group
- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in RLA: All Students, Hispanic student group, High Focus student group
- Academic Growth in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Student Success: All Students, African American student group, Hispanic student group, High Focus student group

Identification for Comprehensive Support & Improvement

WMS is identified for Comprehensive Support & Improvement (CSI) as an escalation in interventions due to being identified as Additional Targeted Support & Improvement for two consecutive years. The CSI identification for WMS is based on consistently underperforming student groups that have missed Closing the Gaps performance targets on the same three

indicators for three consecutive years. These student groups are:

- Hispanic student group - missing 5 indicators for 3 consecutive years
- Economically Disadvantaged student group - missing 3 indicators for 3 consecutive years
- Emergent Bilingual (Current & Monitored) - missing 4 indicators for 3 consecutive years

Additionally, the following student group has missed the same three indicators for two consecutive years:

- Former Special Education student group

Once identified, campuses must engage in school improvement requirements for two years. To exit from CSI, the campus must not rank in the bottom 5% of the Closing the Gaps domain for two consecutive years AND have a Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified.

Closing the Gaps Component Goals

To meet Closing the Gaps targets in 2025-2026, WMS will meet the following component points goals:

- **Academic Achievement in RLA and Math** - from 8 out of 32 possible points (25 pts) to 18 out of 32 points (56.3 component pts) - demonstrating at least expected growth toward meeting all targets for both Math and RLA for all student groups.
- **Academic Growth** - from 10 out of 32 possible points (31.3 pts) to 18 out of 32 possible points (56.3 component pts) - demonstrating at least expected growth toward meeting all targets for both Math and RLA for all student groups.
- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - continue to meet interim target with 3 out of 4 possible points (75 pts)
- **Student Success** - from 5 out of 16 possible points (31.3 pts) to 9 out of 16 points (56.3 component pts) - demonstrating at least expected growth toward meeting targets for all student groups.

Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 34 points (scaled to 70 - C rating) to 58.2 points (scaled to 80 - B rating).

Turnaround Plan Requirement

Because WMS has received overall accountability ratings of "F" for three consecutive years (2023, 2024 and 2025), the campus is required to develop a Turnaround Plan, receive Board of Trustees approval of the plan, and submit the plan to TEA for approval by November 14, 2025. Upon TEA approval, WMS must immediately implement the Turnaround Plan during the current 2025-2026 school year.

STAAR Results

STAAR Results: 6th Grade												
	Spring 2022			Spring 2023			Spring 2024			Spring 2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math	51%	16%	7%	53%	14%	3%	40%	14%	3%	46%	14%	3%
Reading	50%	24%	11%	57%	26%	8%	51%	33%	13%	41%	25%	9%

STAAR Results: 7th Grade												
	Spring 2022			Spring 2023			Spring 2024			Spring 2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math	24%	5%	1%	28%	8%	1%	10%	4%	0%	20%	6%	2%
Reading	66%	39%	21%	62%	33%	12%	44%	21%	8%	47%	28%	12%

STAAR Results: 8th Grade												
	Spring 2022			Spring 2023			Spring 2024			Spring 2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math	43%	15%	2%	51%	15%	3%	41%	12%	4%	47%	26%	4%
Reading	64%	34%	20%	61%	29%	12%	51%	29%	11%	59%	30%	10%
Science	48%	22%	8%	47%	21%	5%	37%	18%	6%	52%	28%	9%
Social Studies	39%	14%	7%	32%	12%	4%	28%	11%	5%	30%	10%	6%

STAAR Results: Algebra I EOC											
Spring 2022			Spring 2023			Spring 2024			Spring 2025		
Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
78%	39%	19%	81%	36%	17%	91%	36%	24%	95%	60%	38%

- **6th Grade Math STAAR:** 6th Grade Math data indicates an increase in the number of students meeting "approaches," but stagnant performance at the meets and masters levels.
- **7th Grade Math STAAR:** More students improved their performance on 7th Grade Math than in the prior year. We observed an increase in performance across all three performance levels (Approaches, Meets, and Masters).

- **8th Grade Math STAAR:** 8th Grade Math results also showed an increase in performance in all areas except masters.
- **6th Grade RLA STAAR:** The reading performance on STAAR was lower at approaches, meets, and masters levels for students in sixth grade when compared to scores in the previous year.
- **7th Grade RLA STAAR:** 7th Grade Reading performance increased across all performance levels.
- **8th Grade RLA STAAR:** 8th Grade Reading performance increased at the approaches and meets levels, but dropped at the masters performance level.

Overall, what we observed was that the majority of students who did not meet the Approaches mark were Newcomer students who were in their first or second year in the country. The performance data for these students was significantly lower than our non-Newcomer students and campus performance. However, it is important to note that STAAR results for 1st year Emergent Bilingual students are not included in accountability. As mentioned above, one of the Newcomer math teachers was a new teacher and teacher facilitator. 4 of the 8 math teachers were new to Westview and their grade level subject. Both of the Newcomer Language Arts teachers were new to teaching and both teacher facilitators. 4 out of 8 Language Arts teachers were teacher facilitators, and 6 out of 8 of these teachers were new to Westview Middle School.

2025 TELPAS Results

For the 2024-2025 school year WMS had 59.9% of students identified as Emergent Bilingual. Westview Middle School did meet the Closing the Gaps target of 44% for English Language Proficiency for the 2024-2025 school year.

2025 TELPAS Composite Ratings - 6th Grade			
Beginning	Intermediate	Advanced	Adv High
27%	43%	26%	4%
2025 TELPAS Composite Ratings - 7th Grade			
Beginning	Intermediate	Advanced	Adv High
28%	41%	24%	8%
2024 TELPAS Composite Ratings - 8th Grade			
Beginning	Intermediate	Advanced	Advanced High
24%	39%	34%	4%

Annual dropout rates for WMS 7th and 8th graders increased from 2021-2022 to the 2022-2023 school year with rates remaining 3 times higher than the district and State rates over the last three years.

Annual Dropout Rates (7th-8th Graders)			
	2020-2021	2021-2022	2022-2023

Annual Dropout Rates (7th-8th Graders)			
State	0.9%	0.7%	0.8%
District - PflSD	1.0%	0.4%	0.7%
All Students - WMS	3.0%	2.0%	2.3%

Student Learning Strengths

- 7th grade RLA and Math STAAR performance increased at all performance levels when compared to the 2024 administration.
- Algebra I STAAR EOC performance was the highest it has been since 2019 at 95% Approaches. Performance at the Masters level increased by 24% from Spring 2024 to Spring 2025 results
- 8th grade Science STAAR performance increased at all performance levels significantly when compared to the Spring 2024 administration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For the 2025 STAAR Math outcomes for 6-8 and Algebra I, 46% of students performed at the Approaches level and 20% at Meets Grade Level and 5% Masters, resulting in all targets to be missed for All Students and across all student groups in Closing the Gaps and an anticipated F-rating in Student Achievement and Academic Growth and an anticipated D rating in Closing the Gaps.

Root Cause: Tier I foundation instruction and campus instructional systems are in need of improvement. Tier I, II, and III intervention needs refinement to address student learning gaps and support student growth.

Problem Statement 2: For the 2025 STAAR RLA outcomes, 53% of students performed at the Approaches level and 30% at Meets Grade Level and 11% at Masters Level, resulting in all targets to be missed for All Students and across all student groups in Closing the Gaps and an anticipated F-rating in Student Achievement and Academic Growth and an anticipated D rating in Closing the Gaps.

Root Cause: Tier I foundation instruction and campus instructional systems are in need of improvement. Tier I, II, and III intervention needs refinement to address student learning gaps and support student growth.

Problem Statement 3: Annual dropout rates for WMS 7th and 8th graders increased from 2021-2022 to the 2022-2023 school year with rates remaining 3 times higher than the district and State rates over the last three years.

Root Cause: There is a need to improve monitoring systems of students who are chronically absent or withdrawn from the campus.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

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

In order to close academic gaps for the 25-26 School Year and meet the HB1416 requirements for Accelerated Instruction, our students will participate in mandatory tutorials, small group instruction during core classes and Advisory, and Saturday School. In addition, students will receive accelerated instruction through various online resources that will track their progress. Data is used to strategically ensure students receive small group intervention, and groups are differentiated to focus on targeted skills that are monitored.

For the 25-26 school year WMS will implement the PfISD Instructional Pillars. This includes Curriculum Guides and High Quality Instructional Materials to ensure equity in instruction for all students, in addition to teachers planning collaboratively in Professional Learning Communities (PLCs) to ensure content rigor and alignment. This campus initiative helps students make connections to complex concepts. During Professional Learning Communities (PLC), teachers will receive support from the campus Instructional Coach and campus administrators. The current instructional practices were recommended based on our Texas Academic Performance Report (TAPR) data and Instructional Leadership Team (ILT) recommendation.

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

Quarterly 9-week assessments are created by a committee for the district composed of teachers and Instructional Coaches. These 9-week assessments are currently created for all STAAR tested subjects. Teachers will also develop common weekly assessments to allow for frequent progress monitoring to ensure timely adjustments are made to meet student needs.

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

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

Professional development covered different campus and district initiatives. This year, all have been trained on Blended Learning, 7 Steps to a Language Rich Interactive Classroom, and secondary literacy rich environment. Teachers have continued to use our Instructional Playbook to enhance student learning and their delivery of instruction. As part of our vision and mission WMS has continued to have teachers deliver peer-to-peer professional development through Professional Learning Communities. We will continue with this approach, and continue to build the capacity for teacher leadership with regards to professional development. To ensure differentiated and scaffolded instructional strategies, professional development was provided for Character Strong, IXL, Formative Assessments, Summit K-12, StudySync, Agile Mind, Writeable, Read 180, Zearn, and language support strategies for Emergent Bilingual students.

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

Staff Recruitment and Retention

For the 2024-2025 school year, the campus had a total of 64 teachers, 4 administrators, 3 Counselors, 1 Instructional Coach, 2 Support Staff, 10 paraprofessionals, and 3 office staff.

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

WMS provides targeted professional development, which is driven by the needs identified through assessment data, T-TESS appraisals, walk-through reports, and feedback from staff/leadership. During Summer of 2024, our campus leadership team convened to review climate survey data and re-evaluate our mission/vision based on campus data. At the beginning of the school year, we provided training to staff on our campus vision, mission, goals, and a review of STAAR data. Additionally, staff collaboratively helped redesign current campus systems, including hallway, classroom, cafeteria, and campus expectations for students and staff. This was linked to our Restorative Practices and PBIS Rewards learning. Staff were also trained on accessing and implementing 504/IEP accommodations with fidelity. We are continuing to add the following Professional Development to staff: AVID Training, Restorative Practices & Relationship Building, Dyslexia/Special Education accommodations, 7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students, Read Talk/Read Write, and Instructional Playbook strategies.

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

School Organization

Student success at Westview is achieved through District support and Campus Support. Furthermore, Westview has provided structured training to RLA and math teachers on StudySync and Agile Minds to ensure fidelity to our High Quality Instructional Materials. The District supports the campus by providing District policies, guidance in curriculum and assessments, & funding for different programs. Furthermore, the Westview administrative staff supports the teachers and students through a strict adherence to the PfISD Code of Conduct; this assists in the facilitation of a safe and productive learning environment.

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

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

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

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

Technology

PfISD supports the fidelity of use of technology to enhance learning and collaboration. WMS continues to function with strategies, and curriculum that require daily technology integration into the classroom as well as more resources and training for teachers to support campus and remote learners. WMS has hardware and software used by staff and students daily to enhance and promote classroom instruction and day-to-day routines for learning. Currently, WMS utilizes two computer labs, Chromebook carts with charging stations in all core classes, and Chromebook carts for elective courses, document cameras, LCD Smart projectors (ceiling mounted), and graphing calculators.

WMS continues using Screeners in the areas of math and reading. These screeners support the implementation of Learning Strategies, IXL, STAR 360 Assessment, and Instructional Playbook Strategies support. For the 24-25 school year, the Star 360 (Renaissance) screener and STAAR Interim Assessments will serve as data points for the progression of student academic growth.

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

Community Partnerships

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

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

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

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

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

Staff Recruitment and Retention

- Opportunities for staff members to connect outside of a structured work environment such as Positive Behavior Intervention and Supports (PBIS), luncheons, a teacher reward system, Wildcat Spirit Award, Wildcat Spirit Pack, Weekly Kudos from administration and team-building activities during each faculty meeting are consistently implemented during the school year.
- Campus access to social media, campus website, and campus marquee
- Teacher leadership and opportunities to participate in curriculum and instructional development is ongoing. Teachers have opportunities to participate in CAAC, PTO, IPT, AVID, and PBIS committees to provide input designed to improve campus instructional processes and school climate.

School Organization

- Strong identification and intervention process for ELA and Math targeting students in need of assistance through data analysis in PLCs and student progress indicators facilitated by Instructional Leadership Team.
- Intervention supports for students in need of academic assistance during lunch and after school tutorials.
- Opportunities for students to connect with personal interests and build relationships with staff members through virtual clubs sponsored by our WMS teachers/staff, including mentorship and leadership programs.

Technology

- WMS teachers and staff have received training on various blended learning technologies/software, such as Agile Minds, Zearn, Study Sync, Read180, and various other education software as well as CANVAS
- Use of Renaissance Star Reading/Math and other education software
- Classroom Chromebooks and charging stations in all core classes
- 100% of intervention classes are equipped with technology accesses and intervention software.
- Library increased book access for students through Sora, which is a library technology system where students are able to access online books of interest.
- Eduphoria access as a progress monitoring tool used in PLC data talks.
- Facebook, Wildcat Newsletter (SMORE) and campus website are used to communicate upcoming events as well as the WMS Parent Newsletter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers historically have defaulted to planning individual lessons or adopting resources that are not high quality instructional materials.

Root Cause: These resources are easy to access but they are not equitable or vetted.

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

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

Problem Statement 3: Teachers are only using common district assessments every 9 weeks, which has made it difficult to respond to student needs in a timely manner.

Root Cause: It was not part of the system established for data-driven instruction.

Perceptions

Perceptions Summary

Campus Climate Survey

The 2025 Upbeat Staff survey results (Spring 2024 to Spring 2025):

WESTVIEW MIDDLE

Compared against WESTVIEW MIDDLE, Spring 2024

FACULTY STAFF

Survey Metrics

TOTAL QUESTIONS 142

COMPLETIONS 42

PARTICIPATION 76%

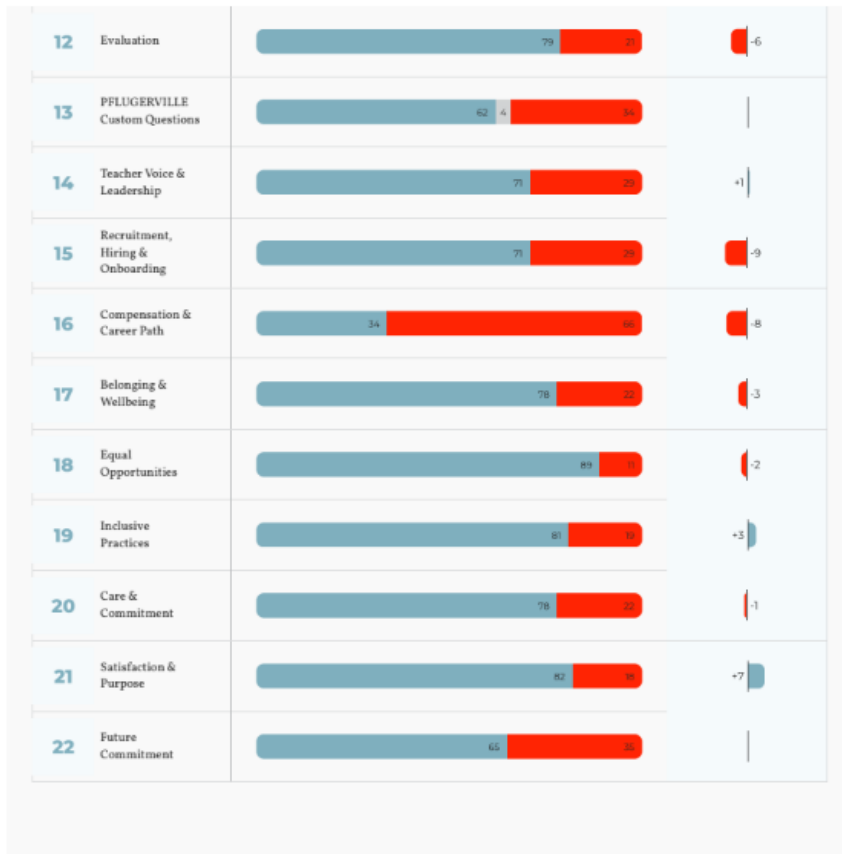
NO FILTERS SELECTED

CONSIDERATION	AVERAGE ENGAGEMENT SCORE	COMPARED WITH: WESTVIEW MIDDLE
School Results	66	

Results by Question Category

% Positive % Neutral % Negative

CATEGORY	CATEGORY SUMMARY	COMPARISON
1 Parent/Teacher Communication	63 37	+3
2 Professional Development	63 37	-15
3 Autonomy	70 30	-6
4 Principal/Teacher Trust	87 13	+4
5 Instructional Leadership	83 17	-3
6 School Safety & Order	41 59	-2
7 Appreciation	71 29	-3
8 Collaboration	67 33	-12
9 Work/Life Balance	73 28	-5
10 Resources & Facilities	54 46	-7
11 Self-Efficacy	81 19	+7



The Upbeat Staff Climate Survey data indicates that there were challenges presented in the Spring of 2025 that weren't as apparent in the Spring of 2024. The critical areas of focus are the decrease in positive responses related to Professional Development and staff demonstrated concerns related to school safety and order.

Disciplinary Removals by Race/Ethnicity for 2023-2024					
	Total Enrollment (697 Students)	White (72 Students)	Hispanic (447 Students)	Black (123 Students)	Other Enrollment at WMS (75 Students)
Total ISS	142	2.1%	72%	17.6%	8%
Total OSS	104	5.8%	63%	29%	2%

Disciplinary Removals by Race/Ethnicity for 2023-2024					
Total DAEP	9	0%	33%	67%	0%

The discipline referral data shows that there is disproportionality in student discipline referrals and consequences for Black and Hispanic students at Westview Middle School. While there are 72 White students out of 697 students accounted for, the disciplinary removals for White students was minimal. Our Hispanic students comprised the majority of ISS (72%) and OSS (63%) whereas Black students had the most DAEP placements at 67.

Student Attendance

WMS had a cumulative attendance rate of 90.9% for the 2024-2025 school year, almost 1% lower than the prior year and below the district. The Chronic Absenteeism rate significantly increased from the prior year by 5.5% but was still 15% higher than the district rate at 31% of students absent for 10% or more days.

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 - Approximate (On Data Suite as of June 5, 2025) (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	Difference from Prior Year
State	95.0%	92.2%	93.3%				15.0%	25.7%	20.3%			
Region 13	95.5%	91.8%	92.8%				13.2%	26.8%	21.5%			
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	0.5%	12.0%	25.3%	19.5%	20.4%	16.0%	-4.4%
Connally Feeder (CHS, WMS, CES, NES, PES, PLES, RBES, ROES, WLES)							20.5%	32.1%	30.4%	32.4%	29.1%	-3.3%
Westview MS	94.5%	90.7%	90.3%	91.2%	90.9%	-0.3%	17.8%	34.6%	35.1%	25.5%	31.0%	5.5%

Perceptions Strengths

According to the 2024-2025 Upbeat Survey data:

- Westview increased the engagement score to 66 (up by 1%)
- Positive responses increased in some categories
- There is a strong sense of trust between administration and teachers, a belief in instructional leadership, a sense of belonging, and a belief in equity across the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Upbeat staff survey, only 41% of staff agreed that Westview is a safe and orderly campus.

Root Cause: Systems need to be revised to ensure consistency and accountability with routines, procedures, and discipline. Staff require training on creating and maintaining STOIC plans, treatment agreements, and the campus behavior matrix.

Problem Statement 2: According to the Upbeat staff survey, parent/teacher communication was at 63%.

Root Cause: Training is needed on tools/resources available to communicate with parents, including SchoolStatus and the Language line.

Problem Statement 3: According to the Upbeat staff survey, teacher voice and leadership was at 71%.

Root Cause: There is need to increase opportunities for staff to participate in campus-decision making through committees and leadership roles.

Problem Statement 4: The referral data for the 2023-2024 school year continues to show that Hispanic and African American students disproportionately receive a higher number of out of school placements than other student groups.

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

Problem Statement 5: WMS had a cumulative attendance rate of 90.9% for the 2024-2025 school year, almost 1% lower than the prior year but below the district. The Chronic Absenteeism rate significantly increased from the prior year by 10% but was still 15% higher than the district rate at 31% of students absent for 10% or more days.

Goals

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

Performance Objective 1: Westview MS will retain at least 80% of our Highly Effective Teachers for the 2025-2026 school year.

High Priority

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

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

Performance Objective 2: For the 2025-2026 school year, Westview MS will actively retain and recruit highly qualified staff.

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

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

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement at all performance levels on STAAR 6-8 Math and Algebra I tests for all student groups to meet or make progress toward meeting all Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 44% to 70%
- Approaches from 55% to 68%
- Meets from 24% to 38%
- Masters from 6% to 18%

High Priority

Evaluation Data Sources: 2026 STAAR Math results, Progress Monitoring with Formative Assessments, Interim Assessments, 2026 Accountability reports

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

Performance Objective 2: By June 2026, there will be increases in Growth and Achievement at all performance levels on all STAAR Reading Language

Arts (RLA) tests for all student groups to meet or make progress toward meeting all Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 50% to 63%
- Approaches from 59% to 67%
- Meets from 34% to 44%
- Masters from 12% to 25%

High Priority

Evaluation Data Sources: 2026 STAAR RLA results, Progress Monitoring with Formative Assessments, Interim Assessments, 2026 Accountability reports

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

Performance Objective 3: By June 2026, there will be increases at all performance levels on 8th grade STAAR Science for all student groups to meet all Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 59% to 66%
- Meets from 31% to 42%
- Masters from 9% to 23%

High Priority

Evaluation Data Sources: 2026 STAAR Science results, Progress Monitoring with Formative Assessments, Interim Assessments, 2026 Accountability reports

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

Performance Objective 4: By June 2026, there will be increases at all performance levels on 8th grade STAAR Social Studies for all student groups to meet all Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 38% to 55%
- Meets from 12% to 38%
- Masters from 6% to 15%

Evaluation Data Sources: 2026 STAAR Social Studies results, Progress Monitoring with Formative Assessments, 2026 Accountability reports

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

Performance Objective 1: During the 2025-2026 school year, Westview MS will increase the advanced courses participation by 10% from 720 in the prior year to at least 792 by recruiting students who performed at the Meets and Masters levels on STAAR tests in the prior year.

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

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

Performance Objective 2: During the 2025-2026 school year, 100% of students in grades 6-8 will be guided through the SchoolLinks onboarding process where they will have access to college and career lessons and development, mapping their future pathway, and having realistic points of view for academic expectations for future needs.

Evaluation Data Sources: SchoolLinks provides real-time data

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: Westview Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from F to C or above
- Domain 1 Rating will improve from F to C or above
- Domain 2 Rating will improve from F to C or above
- Domain 3 Rating will improve from C to B or above

High Priority

Evaluation Data Sources: 2026 accountability reports

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: Westview MS will have a 54% reduction in disciplinary removals (placements or suspensions) from 740 removals in 2024-2025 down to no more than 400 removals during the 2025-2026 school year.

High Priority

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: During the 2025-2026 school year, WMS will implement Coordinated School Health for physical activity and Social Emotional Learning programs for all students, increasing our campus attendance from 91.1% in 2025-2026 to 93% and reducing the Chronic Absenteeism rate by 10% down to 21%.

High Priority

Evaluation Data Sources: Increased attendance rates and decreased Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During 2025-2026 school year, to support a positive culture and climate, Westview MS will increase parental and community engagement in our campus Parent-Teacher Organization (PTO) from 6 members to 30 members through a variety of family outreach events.

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Westview MS will reduce the 7th and 8th grade dropout rate from 2.3% in the 24-25 school year to 0.8% for the 25-26 school year.

High Priority

Evaluation Data Sources: PEIMS, TAPR

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIP for Board Approval:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025