

Multi-year School Support Plan (MSSP)

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Reading Mastery			
3-Year Goal Statement	By the end of the 2027-2028 school year, Westwood Middle School will increase the percentage of all students passing the Reading SOL from 59.65% to 88% . In addition, by June 2028, Westwood Middle School will increase the Reading pass rate from 55% to 88% for Black students , from 70% to 88% for White students , 57% to 88% for Economically Disadvantaged students , 58% to 88% for Hispanic students , and 41% to 88% for Students with Disabilities .		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives	Measurable Objective Year 1 • Student Outcome Goal Westwood Middle School will increase the percentage of all students passing the Reading SOL to 69.0%. In addition, by the end of the 2025–2026 school year, Westwood Middle School will increase Reading SOL pass rates for gap groups to: - Black students: 66.0% - White students: 76.0% - Economically Disadvantaged students: 67.3% - Hispanic students: 68% - Students with Disabilities: 62% • Adult Practice Goal By June 2026, 75% of teachers will demonstrate consistent implementation	Measurable Objective Year 2 • Student Outcome Goal Westwood Middle School will increase the percentage of all students passing the Reading SOL to 78.5%. In addition, by the end of the 2026–2027 school year, Westwood Middle School will increase Reading SOL pass rates for gap groups to: - Black students: 77.0% - White students: 82.0% - Economically Disadvantaged students: 77.7% - Hispanic students: 78% - Students with	Measurable Objective Year 3 • Student Outcome Goal Westwood Middle School will increase the percentage of all students passing the Reading SOL to 88.0%. In addition, by the end of the 2027–2028 school year, Westwood Middle School will increase Reading SOL pass rates for gap groups to: - Black students: 88.0% - White students: 88.0% - Economically Disadvantaged students: 88.0% - Hispanic students: 88% - Students with Disabilities: 88% • Adult Practice Goal By June 2028, 90% of

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	of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	Disabilities: 75% • Adult Practice Goal By June 2027, 85% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.
Evidence-Based Strategy Additional Support Resources • DPS Literacy Plan	Grades 6-8: Visible Learning • Recommendation A: Teacher Clarity • Effect Size: .75 • Rationale: John Hattie's research on Visible Learning emphasizes the importance of Teacher Clarity. These strategies have proven to improve teacher practices as well as student performance across all content areas. ○ Explicit learning intentions ○ Success criteria to include how students and teachers know success has been achieved ○ Alignment of tasks, activities, questions, and assessments to intentions and criteria ○ Organization with clear structure and sequence of lessons ○ Clear communication of purpose and directions ○ Modeling and guided practice ○ Clear methods for measuring learning • Recommendation B: Response to Intervention • Effect Size: 1.29 • Rationale: John Hattie's research on Visible Learning emphasizes the importance of a systematic, evidence-based approach to identifying and supporting students who experience academic or behavioral challenges. Response to Intervention (RTI) has known significant positive effects on student achievement when schools implement early identification, targeted		

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	instruction, and continuous progress monitoring. Hattie’s research highlights that RTI is most effective when schools: ○ Use timely data to identify student needs early ○ Engage in collaborative problem-solving among educators ○ Continuously evaluate and adjust instructional strategies based on student response ○ This structured approach ensures that instruction is responsive and proactive, preventing students from “falling through the cracks.” By implementing RTI with fidelity, schools create a culture of accountability, equity, and continuous improvement—where every student receives the right support at the right time. Grades 6-8: Reading Comprehension WWC Recommendations 1 & 3 Tier of Evidence: Strong ● Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words. ● Rationale: As academic texts become more complex in Grades 6-8, students must be able to decode multisyllabic words accurately to comprehend grade-level content. Strengthening advanced phonics and structural analysis skills (syllable types, affixes, and word roots) improves reading accuracy and automaticity. When students no longer struggle to decode complex words, cognitive energy can shift toward comprehension, analysis, and critical thinking. ● Recommendation 3: Provide explicit instruction in vocabulary and comprehension strategies (Routinely use a set of comprehension-building practices to help students make sense of the text). ● Rationale: Explicit teaching of vocabulary and comprehension strategies equips students with the tools needed to understand and analyze increasingly rigorous texts. Instruction in summarizing, questioning, predicting, and monitoring comprehension improves students’ ability to engage with complex content across subject areas. This approach supports equitable access to grade-level texts and promotes deeper understanding.
Intended Outcomes	Student Outcomes: ● Increased student proficiency on the Virginia Reading SOL assessment as measured by state test data. ● Improved reading fluency, including rate and expression. ● Increased comprehension of grade-level complex texts. ● Reduced achievement gaps among student subgroups. Teacher Outcomes:

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		• Use systematic, structured literacy practices in daily lessons. • Align tasks, questioning, activities, and assessment to clearly defined outcomes. • Increased use of data to adjust instruction and provide targeted interventions. • Evidence of strategy implementation is documented through walkthroughs and formal observations.				
Lead person		Ms. LaTonya Simmons, Principal				
Team Members		School Leaders, Leadership Team, Teachers, Reading Specialist and Instructional Coach				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional development on HQIM implementation, foundational skills instruction, and evidence-based interventions aligned to WWC, Visible Learning, & Marzano recommendations.	LaTonya Simmons, Principal	August 2025 - May 2028	• 1st & 4th Monday of each month during staff meetings • Quarterly PD reflection reviews	• PD agendas and materials • Attendance records • Teacher feedback surveys • Evidence of strategy implementation observed in classrooms	\$2,000	Title 1 (Professional development materials, supplies, teacher wages beyond contract hours)
Monitor and provide feedback on HQIM implementation and evidence-based instructional practices, ensuring alignment between written and taught curriculum.	LaTonya Simmons, Principal	August 2025 - May 2028	• Weekly walkthroughs • Monthly trend analysis of walkthrough data	• Walkthrough Google Form (WWC/VL-aligned "look-fors") • Coaching feedback logs • Increased fidelity of strategy implementation	No associated cost.	N/A

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Provide students with additional opportunities to practice and improve literacy skills through independent reading options.	Assistant Principal, Covington	June 2026 - May 2028	• Weekly platform monitoring • Monthly trend analysis	• Student participation data • Literacy assessment data	\$9,649.00	SIG (Scholastic Literacy Pro, 2 years
T3 (Tigers Targeted Intervention Time) to provide targeted intervention for students who have not mastered content.	Assistant Principal, Covington	September 2025 - May 2028	• Quarterly data reviews using interim assessments • Monthly intervention team meetings	• i-Ready reports • Interim assessment results • T3. walkthrough tool	No associated cost.	N/A
Implement MTSS school-wide through structured problem-solving teams, tiered intervention protocols, and routine data reviews.	Assistant Principal Covington	September 2025 - May 2028	• 2nd Monday of each month (staff meeting) • Bi-weekly data team meetings	• Student intervention plans in Branching Minds • Tier movement tracking • Progress monitoring data	No associated cost	N/A
Develop a master tutoring and enrichment schedule (after school/extended day)	LaTonya Simmons School Principal	September 2025 - May 2028	Monthly review	Published schedule	No associated cost.	N/A
Provide extended learning opportunities during and after school for identified students and subgroups.	Assistant Principal Guill	October 2025 - May 2028	• Daily monitoring (Tigers LEARN and SOL Boot Camp schedule) • Weekly participation review	• Attendance logs • Walkthrough data (WWC look-fors) • Pre/post intervention data	\$33,221.25	SIG (Misc. wages for extended learning opportunities, teacher pay beyond contract hours, student

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						transportation, supplies)
Adjust programs based on data	LaTonya Simmons School Principal	November 2025 - May 2028	Monthly Leadership Team meetings	Student participation	No associated cost.	N/A

Mathematics Mastery

3-Year Goal Statement	By the end of the 2027-2028 school year , Westwood Middle School will increase the percentage of all students passing the Math SOL from 52.11% to 85% . In addition, by June 2028, Westwood Middle School will increase the Math pass rate from 47% to 85% for Black students , from 66% to 85% for White students , 34% to 85% for Economically Disadvantaged students , 53% to 85% for Hispanic students , and from 34% to 85% for Students with Disabilities .		
School Performance and Support Framework Alignment	Mathematics Mastery		
Measurable Objectives	Measurable Objective Year 1 Student Outcome Goal By June 2026, Westwood Middle School will increase the	Measurable Objective Year 2 Student Outcome Goal By June 2027, Westwood Middle School will increase	Measurable Objective Year 3 Student Outcome Goal By June 2028, Westwood Middle

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	percentage of all students passing the Math SOL to 63.1%. - In addition, by the end of the 2025–2026 school year, Westwood Middle School will increase Math SOL pass rates for gap groups to: - Black students: 59.7% - White students: 72.3% - Economically Disadvantaged students: 51.0% - Hispanic students: 65% - Students with Disabilities: 60% Adult Practice Goal By June 2026, 75% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	the percentage of all students passing the Math SOL to 74.0%. - In addition, by the end of the 2026–2027 school year, Westwood Middle School will increase Math SOL pass rates for gap groups to: - Black students: 72.3% - White students: 78.7% - Economically Disadvantaged students: 68.0% - Hispanic students: 75% - Students with Disabilities: 75% Adult Practice Goal By June 2027, 85% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	School will increase the percentage of all students passing the Math SOL to 85.0%. - In addition, by the end of the 2027–2028 school year, Westwood Middle School will increase Math SOL pass rates for gap groups to: - Black students: 85.0% - White students: 85.0% - Economically Disadvantaged students: 85.0% - Hispanic students: 85% - Students with Disabilities: 85% Adult Practice Goal By June 2028, 90% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.
Evidence-Based Strategy	Grades 6-8: CRA Model WWC (Concrete, Representational, Abstract) Tier of Evidence: Strong Recommendation 1: Systematic Instruction: Provide explicit, structured instruction during intervention to build students’ understanding of mathematical concepts.		

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- **Recommendation 3: Representations:** Use intentional concrete and semi-concrete models to deepen conceptual understanding and procedural fluency.
- **Rationale:** Teaching accurate math vocabulary strengthens students' ability to explain reasoning and engage in meaningful discourse, while the use of concrete and semi-concrete models (manipulatives, visuals, number lines) connects abstract ideas to real-world understanding. Together, these evidence-based practices promote equitable access, reduce misconceptions, and build a strong foundation for future mathematical achievement.

Grades 6-8: Visible Learning

- [Recommendation A: Teacher Clarity](#)
- **Effect Size:** .75
- **Rationale:**
John Hattie's research on Visible Learning emphasizes the importance of Teacher Clarity. These strategies have proven to improve teacher practices as well as student performance across all content areas.
 - Explicit learning intentions
 - Success criteria to include how students and teachers know success has been achieved
 - Alignment of tasks, activities, questions, and assessments to intentions and criteria
 - Organization with clear structure and sequence of lessons
 - Clear communication of purpose and directions
 - Modeling and guided practice
 - Clear methods for measuring learning
- **Recommendation B:** [Response to Intervention](#)
- **Effect Size:** 1.29
- **Rationale:**
John Hattie's research on Visible Learning emphasizes the importance of a systematic, evidence-based approach to identifying and supporting students who experience academic or behavioral challenges. Response to Intervention (RTI) has known significant positive effects on student achievement when schools implement early identification, targeted instruction, and continuous progress monitoring. Hattie's research highlights that RTI is most effective when schools:
 - Use timely data to identify student needs early
 - Engage in collaborative problem-solving among educators
 - Continuously evaluate and adjust instructional strategies based on student response
 - This structured approach ensures that instruction is responsive and proactive, preventing students from "falling through the cracks." By implementing RTI with

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		fidelity, schools create a culture of accountability, equity, and continuous improvement—where every student receives the right support at the right time.				
Intended Outcomes		Student Outcomes: - Increased student proficiency on the Virginia Mathematics SOL assessment as measured by state test data. - Improved conceptual understanding of grade-level math standards. - Increased accuracy in problem-solving and computational skills. - Improved ability to explain mathematical reasoning using precise academic language. - Increased use of visual models and representations to solve problems. - Reduced achievement gaps among student subgroups. Teacher Outcomes: - Implement systematic, explicit math instruction aligned to WWC recommendations. - Teachers will model and reinforce academic math vocabulary. - Teachers will use concrete and semi-concrete representations during instruction. - Increased use of data to adjust instruction and provide targeted interventions. - Evidence of strategy implementation documented through walkthroughs and formal observations.				
Lead person		Ms. LaTonya Simmons, Principal				
Team Members		School Leaders, Leadership Team, Teachers, and Instructional Coach				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional development on HQIM implementation, foundational skills instruction, and evidence-based interventions aligned to WWC, Visible Learning, & Marzano recommendations	LaTonya Simmons, Principal	August 2025 - May 2028	1st & 4th Monday of each month during staff meetings - Quarterly PD reflection reviews	- PD agendas and materials - Attendance records - Teacher feedback surveys - Evidence of strategy implementation observed in classrooms	No associated cost.	N/A

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Monitor and provide feedback on HQIM implementation and evidence-based instructional practices, ensuring alignment between written and taught curriculum.	LaTonya Simmons, Principal	August 2025 - May 2028	• Weekly walkthroughs • Monthly trend analysis of walkthrough data	• Walkthrough Google Form (WWC/VL-aligned “look-fors”) • Coaching feedback logs • Increased fidelity of strategy implementation	No associated cost.	N/A
T3 (Tigers Targeted Intervention Time) to provide targeted intervention for students who have not mastered content.	Assistant Principal Covington	September 2025 - May 2028	• Quarterly data reviews using interim assessments • Monthly intervention team meetings	• i-Ready reports • Interim assessment results • T3. walkthrough tool	No associated cost.	N/A
Implement the use of Do the Math (6th Grade) texts and Edia Math (6th-8th Grades) blended learning during math intervention assignments to strengthen students’ conceptual understanding, mathematical vocabulary, and problem-solving skills.	Galloway, Math Coach	August 2025 – May 2028	• Weekly review of lesson plans and assignments • Monthly coaching check-ins with teachers	• Weekly lesson plan feedback • Walkthrough and coaching documentation confirm use of Do the Math and Edia Math resources to used to support student mastery	No associated cost.	N/A
Implement MTSS school-wide through structured problem-solving teams, tiered intervention protocols, and routine data reviews.	Assistant Principal Covington	September 2025 - May 2028	• 2nd Monday of each month (staff meeting) • Bi-weekly data team meetings	• Student intervention plans in Branching Minds • Tier movement tracking • Progress monitoring data	No associated cost	N/A

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Develop a master tutoring and enrichment schedule (after school/extended day)	LaTonya Simmons School Principal	September 2025 - May 2028	Monthly review	Published schedule	No associated cost.	N/A
Provide extended student learning opportunities during and after school for identified students and subgroups.	Assistant Principal Guill	October 2025 - May 2028	• Daily monitoring (Tigers LEARN and SOL Boot Camp schedule) • Weekly participation review	• Attendance logs • Walkthrough data (WWC look-fors) • Pre/post intervention data	\$33,221.25	SIG (Extended student learning opportunities, teacher pay beyond contract hours, student transportation, supplies)
Adjust programs based on data	LaTonya Simmons School Principal	November 2025 - May 2028	Monthly Leadership Team meetings	Student participation	No associated cost.	N/A

Science Mastery

3-Year Goal Statement

By the end of the **2027-2028 school year**, Westwood Middle School will increase the percentage of all students passing the **Science SOL** from **59.4% to 80%**. In addition, by June 2028, Westwood Middle School will increase the Science pass rate from **51% to 80% for Black students**, from **84% to 90% for White students**, from **56% to 80% for Economically Disadvantaged students**, from **59% to 80% for Hispanic students**, and from **31% to 80% for Students with Disabilities**.

School Performance and Support Framework Alignment

Science Mastery

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Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	• Student Outcome Goal By June 2026, Westwood Middle School will increase the percentage of all students passing the Science SOL to 66.3%. • In addition, by the end of the 2025–2026 school year, Westwood Middle School will increase Science SOL pass rates for gap groups to: - Black students: 60.7% - White students: 86.0% - Economically Disadvantaged students: 64.0% - Hispanic students: 65% - Students with Disabilities: 51% • Adult Practice Goal By June 2026, 75% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	• Student Outcome Goal By June 2027, Westwood Middle School will increase the percentage of all students passing the Science SOL to 73.1%. • In addition, by the end of the 2026–2027 school year, Westwood Middle School will increase Science SOL pass rates for gap groups to: - Black students: 70.3% - White students: 88.0% - Economically Disadvantaged students: 72% - Hispanic students: 75% - Students with Disabilities: 65% • Adult Practice Goal By June 2027, 85% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	• Student Outcome Goal By June 2028, Westwood Middle School will increase the percentage of all students passing the Science SOL to 80.0%. • In addition, by the end of the 2027–2028 school year, Westwood Middle School will increase Science SOL pass rates for gap groups to: - Black students: 80.0% - White students: 90.0% - Economically Disadvantaged students: 80.0% - Hispanic students: 80% - Students with Disabilities: 80% • Adult Practice Goal By June 2028, 90% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.
Evidence-Based Strategy	Grades 6-8: 5E Model • Recommendation A: Inquiry Based Teaching • Effect Size: 0.49 • Rationale: Research shows that inquiry-based science instruction improves student achievement by		

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	allowing students to construct knowledge through exploration and reasoning. The 5E model (Engage, Explore, Explain, Elaborate, Evaluate) promotes: ○ Active learning ○ Scientific discourse ○ Conceptual understanding ○ Real-world application ○ When implemented with fidelity through HQIM such as STEMscopes, students experience coherent instruction that builds knowledge systematically and supports equitable access to rigorous science learning. Grades 6-8: Visible Learning ● Recommendation A: Teacher Clarity ● Effect Size: .75 ● Rationale: John Hattie's research on Visible Learning emphasizes the importance of Teacher Clarity. These strategies have proven to improve teacher practices as well as student performance across all content areas. ○ Explicit learning intentions ○ Success criteria to include how students and teachers know success has been achieved ○ Alignment of tasks, activities, questions, and assessments to intentions and criteria ○ Organization with clear structure and sequence of lessons ○ Clear communication of purpose and directions ○ Modeling and guided practice ○ Clear methods for measuring learning ● Recommendation B: Response to Intervention ● Effect Size: 1.29 ● Rationale: John Hattie's research on Visible Learning emphasizes the importance of a systematic, evidence-based approach to identifying and supporting students who experience academic or behavioral challenges. Response to Intervention (RTI) has known significant positive effects on student achievement when schools implement early identification, targeted instruction, and continuous progress monitoring. Hattie's research highlights that RTI is most effective when schools: ○ Use timely data to identify student needs early ○ Engage in collaborative problem-solving among educators ○ Continuously evaluate and adjust instructional strategies based on student response ○ This structured approach ensures that instruction is responsive and proactive, preventing students from "falling through the cracks." By implementing RTI with
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		fidelity, schools create a culture of accountability, equity, and continuous improvement—where every student receives the right support at the right time.				
Intended Outcomes		Student Outcomes: - Increased student proficiency on the Virginia Science SOL assessment as measured by state test data. - Develop strong conceptual understanding of grade-level science standards. - Apply scientific reasoning and inquiry skills to investigate real-world phenomena. - Accurately use academic science vocabulary during discussions and written responses. - Increase engagement and active participation in hands-on investigations. - Demonstrate the ability to analyze data, draw conclusions, and defend claims with evidence. - Show improved collaboration and problem-solving skills during inquiry-based tasks. Teacher Outcomes: - Implement systematic, 5E instructional model aligned to recommendations. - Design lessons that prioritize: Student inquiry, Hands-on exploration, and Academic discourse - Increased use of data to adjust instruction and provide targeted interventions. - Evidence of strategy implementation documented through walkthroughs and formal observations.				
Lead person		Ms. LaTonya Simmons, Principal				
Team Members		School Leaders, Leadership Team, Teachers, and Instructional Coach				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional development on HQIM implementation, foundational skills instruction, and evidence-based interventions aligned to WWC, Visible Learning, & Marzano recommendations	LaTonya Simmons, Principal	August 2025 - May 2028	1st & 4th Monday of each month during staff meetings - Quarterly PD reflection reviews	- PD agendas and materials - Attendance records - Teacher feedback surveys - Evidence of strategy implementation observed in classrooms	No associated cost.	N/A

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Monitor and provide feedback on HQIM implementation and evidence-based instructional practices, ensuring alignment between written and taught curriculum.	LaTonya Simmons, Principal	August 2025 - May 2028	• Weekly walkthroughs • Monthly trend analysis of walkthrough data	• Walkthrough Google Form (WWC/VL-aligned “look-fors”) • Coaching feedback logs • Increased fidelity of strategy implementation	No associated cost.	N/A
T3 (Tigers Targeted Intervention Time) to provide targeted intervention for students who have not mastered content.	Assistant Principal Covington	September 2025 - May 2028	• Quarterly data reviews using interim assessments • Monthly intervention team meetings	• i-Ready reports • Interim assessment results • T3. walkthrough tool	No associated cost.	N/A
Implement MTSS school-wide through structured problem-solving teams, tiered intervention protocols, and routine data reviews.	Assistant Principal Covington	September 2025 - May 2028	• 2nd Monday of each month (staff meeting) • Bi-weekly data team meetings	• Student intervention plans in Branching Minds • Tier movement tracking • Progress monitoring data	No associated cost	N/A
Develop a master tutoring and enrichment schedule (after school/extended day)	LaTonya Simmons School Principal	September 2025 - May 2028	Monthly review	Published schedule	No associated cost.	N/A

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Provide extended learning opportunities during and after school for identified students and subgroups.	Assistant Principal Guill	October 2025 - May 2028	• Daily monitoring (Tigers LEARN and SOL Boot Camp schedule) • Weekly participation review	• Attendance logs • Walkthrough data (WWC look-fors) • Pre/post intervention data	\$33,221.25	SIG (Extended learning opportunities, teacher pay beyond contract hours, student transportation, supplies)
Adjust programs based on data	LaTonya Simmons School Principal	November 2025 - May 2028	Monthly Leadership Team meetings	Student participation	No associated cost.	N/A

School Culture & Climate Mastery

3-Year Goal Statements	By the end of the 2027–2028 school year , Westwood Middle School will reduce the chronic absenteeism rate from 13% to 5% , defined as students missing 10% or more instructional days.		
School Performance and Support Framework Alignment	Readiness: School Culture & Climate		
Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	• By June 2026, reduce chronic absenteeism from 13% to 10%.	• By June 2027, reduce chronic absenteeism to 7%.	• By June 2028, reduce chronic absenteeism to 5%.

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Evidence-Based Strategy		Grades 6-8: Karen Mapp's Dual Capacity Tier of Evidence: Strong Rationale: The Dual Capacity Framework is grounded in research demonstrating that sustained improvement occurs when schools develop the skills, confidence, and relational trust of staff and families, rather than placing responsibility on one group alone. Attendance challenges are not solely student-based issues; they reflect the strength of school–family relationships, the clarity of communication, and the degree to which families feel valued as partners.				
Intended Outcomes		Overall Outcome: - The school will sustain a culture of attendance and belonging that improves access to instruction and long-term student success Student Outcomes: - Students will experience a positive, affirming school climate where attendance and effort are consistently recognized. - Chronic absenteeism will decrease through early, supportive intervention rather than reactive discipline Teacher & Staff Outcome: - Teachers and staff will consistently reinforce attendance expectations using strength-based language. Family Outcome: - Families will feel informed, respected, and engaged as partners in supporting student attendance.				
Lead person		Ms. LaTonya Simmons, Principal				
Team Members		School Leaders, Leadership Team, Teachers, and Instructional Coach				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Increase communication channels utilized to engage families in the school community through the Edia two-way communication app w/Artificial Intelligence support, school website, DPS app, weekly update, student recognition,	LaTonya Simmons Principal, FACE Specialist	July 2025 - May 2028	• Monthly review of website updates, DPS app posts, weekly updates, student recognition, positive school-parent	• At least one attendance- or praise-focused communication per month	\$24,944.00	SIG: Flex 54 Pro Poster Printer Cutter

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Addressing Resource Inequities Plan			
3-Year Goal Statement	By the end of the 2027–2028 school year , Westwood Middle School will increase access to high-quality enrichment opportunities so that at least 80% of students participate in two or more enrichment experiences per semester (clubs, STEM challenges, competitions, arts, career exploration), with participation rates equitably representing all student groups.		
Measurable Objectives	Measurable Objective Year 1 By June 2026, at least 50% of students will participate in at least two enrichment activities per semester through an established enrichment menu and master schedule.	Measurable Objective Year 2 By June 2026, at least 65% of students will participate in at least two enrichment activities per semester through expanded offerings and recruitment.	Measurable Objective Year 3 By June 2028, at least 80% of students will participate in at least two enrichment activities per semester through efforts to sustain and refine enrichment offerings.
Strategy	Strategy: Create and implement a schoolwide enrichment model which includes a weekly enrichment block and/or after-school options with targeted recruitment, transportation/late bus options when possible, and staff sponsorship aligned to student interest data. Rationale: Collecting student voice data increases engagement and participation by aligning enrichment to student interests and identifying barriers to access, which supports more equitable and effective program design.		
Intended Outcomes	Student Outcomes - Increased proficiency on state and interim assessments - Accelerated growth for Tier 2 and Tier 3 students - Reduced achievement gaps among subgroups - Improved engagement and attendance		
Lead person	Ms. LaTonya Simmons, Principal		
Team Members	School Leaders, Leadership Team, Teachers, and Instructional Coaches		

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Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Conduct a needs assessment to identify student interests. .	Instructional Coaches	August 2025 - May 2028	Quarterly data reviews	Student rosters created	No associated cost.	N/A
Develop a master enrichment schedule (during the day/after school/extended day)	LaTonya Simmons School Principal	August 2025 - May 2028	Monthly review	Published schedule	No associated cost.	N/A
Train staff on enrichment practices and student led organizations and implement enrichment sessions for all students.	Instructional Coaches	August 2025 - May 2028	Coaching cycles	Observation data	\$4,660.68	SIG: (Supplies for enrichment sessions: promotional materials, games, enrichment session materials)
Monitor student progress	Leadership Team	August 2025 - May 2028	Data meetings	Growth on assessments	No associated cost.	N/A
Adjust programs based on data	LaTonya Simmons School Principal	November 2025 - May 2028	Monthly Leadership Team meetings	Student participation	No associated cost.	N/A