



WEST RIDGE
MIDDLE SCHOOL

2026-27

Campus Improvement Plan

INSTRUCTIONAL PRIORITY: SUCCESS FOR ALL STUDENTS				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Improve teacher practice in T-TESS Dimensions 2.4, Differentiation, and 2.5, Monitor and Adjust. By May 2027, the campuswide average score across Dimensions 2.4 and 2.5 will increase by at least 5% from the 2026 summative baseline. Walkthrough evidence will demonstrate increased use of student data, formative assessment, differentiated learning opportunities, and instructional adjustments based on student response.	August 2026 – May 2027	Campus Administration, Instructional Coaches, Department Chairs, PLC Teams, Professional Learning/ Teacher Leadership Committees, Teachers	T-TESS 2.4 and 2.5 rubrics, campus professional learning and PLC time, student work and assessment data, walkthrough tools, instructional coaching, differentiated lesson examples, Canvas training and support, district technology-integration guidance	Comparison of 2026 and 2027 campuswide T-TESS data for Dimensions 2.4 and 2.5, reported separately and collectively; BOY, MOY, and EOY walkthrough data; PLC planning artifacts; student work and formative-assessment evidence; coaching documentation; teacher self-assessments and reflections; walkthrough evidence.
Increase academic growth in assessed core areas, with particular attention to students receiving special education services. By May 2027, WRMS will increase the percentage of students meeting or exceeding projected growth on MAP Reading and Mathematics assessments from the 2025–2026 campus baseline and reduce the growth gap between students receiving special education services and their peers in reading and mathematics. Baseline data and numerical growth targets will be established following review of 2025–2026 data.	August 2026 – May 2027	Campus Administration, Instructional Coaches, Special Education Department, Department Chairs, PLC Teams, Campus Leadership Team, Teachers	MAP, STAAR, and common-assessment data; IEPs; SST framework; progress-monitoring tools; district curriculum and unit guides; collaborative planning time; co-teaching resources; intervention and enrichment programs	BOY, MOY, and EOY MAP results; common-assessment results; progress-monitoring data; student work; PLC data reviews; Prior-year STAAR data used for planning and 2027 STAAR results reviewed when available; data disaggregated by grade, content area, program, and student group
Strengthen student access, choice, and preparation by reviewing and improving WRMS fine arts, elective, and career and technical education opportunities. During fall 2026 and before district course-catalog and course-selection deadlines, WRMS will collaborate with students, campus staff, district leaders, and Westlake High School staff to evaluate current offerings, identify gaps and barriers, strengthen alignment with high school CTE pathways, and develop actionable recommendations for the 2027–2028 course catalog and master schedule. By May 2027, WRMS will document approved changes, implementation planning, and longer-term program recommendations. Recommendations may include a new or revised elective, course sequence, pathway, or other change supported by student interest, program data, staffing feasibility, and alignment with high school opportunities.	August 2026–May 2027, with recommendations completed before district course-catalog and course-selection deadlines	Campus Administration, Electives Committee, Fine Arts and Elective Teachers, School Counselors, District Teaching and Learning and CTE Staff	Current WRMS and WHS course catalogs, CTE programs of study and pathway information, enrollment and participation data, student-interest surveys and focus groups, course-request data, master-schedule information, staffing and certification information, facilities and equipment considerations, district curriculum resources	Inventory and review of current offerings; student-interest and course-request data; enrollment and participation data disaggregated by grade and student group; documentation of fall 2026 collaboration with district and WHS staff; identification of gaps, barriers, and pathway connections; recommendations submitted before district course-catalog and scheduling deadlines; and documentation of courses, sequences, pathways, or other program changes approved, revised, or planned for implementation.

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Strengthen student belonging, safety, voice, and engagement. By October 2026, WRMS will establish baseline data through a student climate survey and review of 2025–2026 discipline data. By May 2027, the average favorable response across selected survey items related to belonging, adult support, safety, voice, recognition, and engagement will increase by at least 5 percentage points from the fall 2026 baseline. WRMS will maintain a low incidence of peer conflict, bullying, harassment, and student-to-student aggression and will maintain or reduce the number of students involved in repeated substantiated incidents from the 2025–2026 baseline.	August 2026 – May 2027	Campus Administration, School Counselors, Teachers, SRO, Campus Leadership Team, Student Leadership Groups, Bullying Prevention Committee	Student climate surveys, student focus groups, Wildcat Time, restorative-practices framework and resources, referral and intervention protocols, discipline data, student-recognition systems, campus events and traditions, electives and extracurricular opportunities	BOY and EOY student climate survey results; student focus-group summaries; 2025–2026 and 2026–2027 discipline data; number of students involved in repeated substantiated incidents; bullying reports; documentation of restorative interventions, resolution, and follow-up; and documentation of campus actions taken in response to student feedback.
Strengthen a positive campus culture characterized by trust, collaboration, recognition, connection, staff voice, and shared leadership. By May 2027, the average favorable response across selected staff survey items related to trust, communication, recognition, support, belonging, and shared ownership will increase by at least 5 percentage points from the spring 2026 baseline.	August 2026–May 2027	Campus Administration, Campus Leadership Team, Department Chairs, and Committee Chairs	Staff survey and pulse-survey tools; Alpaca staff culture and recognition platform, pending Wildcat Club funding approval; campus committee structure; campus professional learning time; Lead and Learn sessions; staff-recognition resources; communication platforms; campus events and traditions; and Wildcat Club and community support	Comparison of spring 2026 and spring 2027 staff survey results; brief pulse-survey results; documentation of actions taken in response to staff feedback; committee recommendations and completed contributions; Lead and Learn participation and feedback; staff recognition and engagement data; Alpaca participation, recognition, and pulse-survey data if implemented; and staff retention and exit data
Increase awareness of and access to campus mental-health, wellness, and counseling supports. By May 2027, favorable student responses on selected items from the fall 2026 counseling needs assessment related to knowing how and where to seek help for themselves or a peer will increase by at least 5 percentage points. In response to identified needs, the counseling team will add, revise, or discontinue at least one counseling service or student-support activity and will provide or coordinate at least two mental-health or wellness learning opportunities for staff or families.	August 2026–May 2027	School Counselors, with support from School-Based Therapists, Campus Administration, Nurse, and District Student Support Personnel	Texas Model for Comprehensive School Counseling Programs, ASCA resources, student needs assessment, counseling curriculum, referral and intervention protocols, Wildcat Time, district personnel, community mental-health providers, family communication platforms	Fall 2026 counseling needs-assessment results and spring 2027 follow-up responses to the same selected items; documentation of services added, revised, or discontinued; counseling lessons and student-support activities; aggregate referral and service-access data; participation and feedback from at least two staff or family learning opportunities; and student, staff, and family feedback.