

Pflugerville Independent School District

Westview Middle School

2026-2027

Accountability Rating: C

Distinction Designation

Academic Achievement in Science

Academic Achievement in Social Studies



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.

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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 723 students in grades 6-8 as of the Spring 2026. Our families are from single-family homes, duplex homes, and many apartments, including Section 8 housing. According to our campus registration data, over 56% of our students speak a first-language other than English, and we have 26 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.

Student Demographics - Westview Middle School (Source: TAPR & OnDataSuite)								
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	763	796	723	682	714	672	765	719
African American	19.5%	20.4%	21.3%	20.2%	20.2%	17.6%	16.6%	14.1%
Hispanic	61.1%	60.8%	60.2%	61.1%	61.7%	61.0%	64.9%	69.68%
White	10.4%	9.7%	10.7%	10.5%	9.8%	10.6%	8.0%	4.31%
American Indian	0.0%	0.0%	0.1%	0.0%	0.1%	0.3%	0.1%	0.0%
Asian	6.8%	6.8%	5.7%	6.1%	5.81	6.9%	5.7%	8.48%
Pacific Islander	0.1%	0.1%	0.0%	0.0%	0.1%	0.5%	0.2%	.56%
Two or More Races	2.1%	2.3%	2.1%	2.1%	2.18	3.3%	4.5%	2.92%

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	2025-2026
Economically Disadvantaged	80.7%	76.1%	76.1%	69.1%	68.1%	72.21%	87.14%
Emergent Bilingual Students	37.3%	40.3%	43.6%	46.8%	50.8%	59.87%	56.02%
Immigrant	5.90%	3.46%	3.18%	4.18%	9.9%	28.31%	21.58%
At-Risk	74.4%	74.8%	76.7%	80.8%	82.0%	86.75%	76.9%
Special Education	14.3%	13.4%	15.2%	16.3%	14.1%	12.08%	16.87%
Gifted & Talented	7.9%	8.9%	10.5%	9.3%	9.0%	7.4%	6.5%
Dyslexia	5.9%	6.8%	7.7%	9.2%	9.8%	7.92%	10.65%
Section 504	8.5%	10.8%	11.5%	11.98%	11.8%	8.44%	6.22%
Homeless	2.0%	0.8%	2.9%	0.0%	1.5%	2.99%	5.53%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Staff Demographics

Westview Middle School strives to hire a highly qualified, fully certified staff. For the 2025-2026 school year, our staff demographics are as follows: 17% African American, 43% Hispanic, 38% White, and 2% Asian. Westview MS employs 58 certified teachers, 11 educational associates, 7 office staff, 1 librarian, 1 nurse, 3 counselors, 3 assistant principals, 1 restorative practices facilitator, and 1 campus principal.

Teacher Demographics - Westview Middle School (Source: TAPR)					
	2020-2021	2021-2022	2022-2023	2024-2025	2025-2026
Total Teachers	58.8	66.1	52.6	41	58
African American	13.6%	10.7%	8.1%	14.9%	17%
Hispanic	26.2%	23.2%	25.9%	20%	43%
White	53.4%	60.2%	62.2%	56.3%	38%
American Indian	1.7%	1.8%	1.9%	2.2%	0%
Asian	0.0%	0.0%	1.9%	6.6%	2%
Pacific Islander	0.0%	0.0%	0%	0%	0%
Two or More Races	5.1%	4.0%	0%	0%	0%

Teacher Experience & Teacher Facilitators

Westview is fortunate to have the majority of their teachers with 6+ years of experience. In fact, 33% of our teachers have 11+ years of experience.

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	2025-2026
Beginning Teachers	3.4%	4.9%	10.1%	18.9%	18%	1.8%	14%
1-5 Years Experience	30.5%	35.7%	29.8%	36.4%	38%	40%	24%
6-10 Years Experience	28.6%	19.5%	28.4%	25.5%	26%	27.3%	28%
11-20 Years Experience	26.3%	29.1%	19.6%	8.8%	8%	20%	21%
21-30 Years Experience	11.3%	7.4%	8.5%	6.7%	6%	9.1%	10%
Over 30 Years Experience	not reported	3.4%	3.7%	3.8%	4%	1.8%	2%

	2023-2024	2024-2025	2025-2026
Teacher Facilitators (Uncertified)	12	5	4
New to WMS Teachers	28 (41%)	14 (21%)	17 (29%)

Demographics Strengths

- 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 experienced staff.
- Westview has reduced the number of teacher facilitators (uncertified teachers) from 5 in the 2024-2025 school year to 4 in the 2025-2026 school year.
- To start the 25-26 school year, all teacher vacancies were filled before the first day of school.
- All administrative staff were experienced and two of the administrators were experienced in turnaround work.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus serves a student population with a high percentage of identified needs, including 79.89% of students classified as at-risk of not graduating on time

without additional support, 57.28% identified as emergent bilingual, and a rising population of students receiving special education services, now at 16.69%.

Root Cause: Current systems and instructional practices are not consistently aligned to meet the diverse and overlapping needs of at-risk, emergent bilingual, and special education students. Inconsistencies in differentiation, targeted interventions, and the use of effective language and specialized supports limit students' access to rigorous, grade-level instruction and impact overall academic growth.

Problem Statement 2: Approximately 38% of campus teachers are within their first five years of teaching, increasing the need for instructional and systemic support and resources. This places added strain on veteran teachers to provide mentorship, potentially limiting the consistency and effectiveness of support and impacting overall instructional quality.

Root Cause: High teacher turnover has resulted in a large proportion of novice teachers on campus, and ongoing state accountability challenges have made it difficult to recruit and retain experienced educators, limiting access to consistent instructional expertise and support.

Student Learning

Student Learning Summary

2026 Accountability Ratings

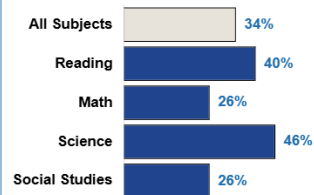
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		76	C	
Student Achievement		67	D	0%
STAAR Performance	36	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		77	C	70%
Academic Growth	56	62	D	
Relative Performance (Eco Dis: 87.1%)		77	C	✓
Closing the Gaps	46	75	C	30%

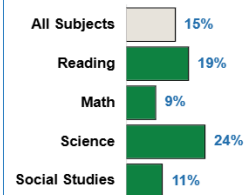
Percentage of Students Approaching Grade Level or Above



Percentage of Students Meeting Grade Level or Above



Percentage of Students Mastering Grade Level



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

STAAR Results: Algebra I EOC											
78%	39%	19%	81%	36%	17%	91%	36%	24%	95%	60%	38%

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%

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: Although 8th-grade STAAR Science performance improved during the 2025-2026 school year, achievement rates of 65% at Approaches, 45% at Meets, and 22% at Masters indicate that additional growth is needed across all performance levels and student groups to meet Closing the Gaps Student Success Status targets.

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.

Problem Statement 4: For the 2025 STAAR 8th-grade STAAR Social Studies achievement levels were 50% Approaches, 26% Meets, and 10% Masters. This indicates that additional growth is needed across all performance levels and student groups to meet Closing the Gaps Student Success Status targets.

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.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

Westview Middle School utilizes a comprehensive and collaborative approach to curriculum, instruction, and assessment to support continuous school improvement and increased student achievement. Our instructional systems and improvement efforts are grounded in Pflugerville ISD's Five Instructional Pillars: Professional Learning Communities (PLCs), High Quality Instructional Materials (HQIM), Observation and Feedback, Data Reviews, and Professional Development. These pillars serve as the foundation for instructional decision-making, teacher collaboration, and continuous improvement across the campus.

Instruction is guided by the district's Weekly Instructional Plans (WIPs), which provide teachers with a clear scope and sequence outlining what students should learn and when instruction should occur throughout the school year. In each core academic area, teachers utilize district-adopted High Quality Instructional Materials (HQIM) to ensure instruction is aligned to the Texas Essential Knowledge and Skills (TEKS), promotes rigor, and provides students with grade-level learning experiences.

Teachers engage in structured Professional Learning Communities (PLCs) to collaboratively internalize instructional content, standards, and lesson delivery. Through the PLC process, teachers develop a detailed mental image of how instruction will be presented, how learning will be paced throughout the class period, and how students will engage with the content. PLC teams also develop common internalization plans to ensure alignment and consistency of instructional practices across classrooms. Teachers participate in ongoing observation and feedback cycles with campus administrators and instructional leaders to strengthen instructional practices and support professional growth. Professional development opportunities are aligned to campus and district priorities and are designed to build teacher capacity in effective instructional strategies, data analysis, differentiation, and student engagement.

Assessment practices are intentionally aligned to support ongoing instructional improvement. Students participate in common benchmark assessments every nine weeks to measure mastery of priority standards and monitor progress toward academic goals. Benchmark data is analyzed collaboratively at the campus level through structured data reviews, and action plans are developed in response to identified trends, strengths, and areas of need. In addition to benchmark assessments, teachers administer common weekly formative assessments to monitor student understanding in real time. PLC teams utilize formative assessment data to adjust instruction, plan targeted interventions, and respond proactively to student learning needs on a continuous basis. This cycle of curriculum alignment, collaborative planning, assessment, and responsive instruction serves as a foundation for Westview Middle School's ongoing school improvement efforts.

Westview Middle School also provides students with a continuum of academic supports designed to meet the diverse needs of all learners. Emergent Bilingual students are supported through a continuum of language acquisition services, including sheltered instruction classes and supplemental English courses designed to accelerate English language development. Students identified as Beginner Composite on TELPAS are additionally supported through co-taught ESL classes within core content areas to provide both language and academic support while maintaining access to grade-level curriculum. Students needing additional support acclimating to the United States number system and foundational mathematical concepts are provided with a supplemental math course designed to strengthen prerequisite skills and support success in grade-level mathematics instruction.

Students receiving special education services are also provided with a continuum of instructional supports based on individual student needs. Service options include self-contained classrooms, inclusion support within general education settings, and mainstream instructional support services. Through collaboration among general education teachers, special education teachers, ESL teachers, and intervention staff, Westview Middle School works to ensure all students have access to rigorous instruction, targeted supports, and opportunities for academic success.

Staff Recruitment and Retention

Westview Middle School is committed to recruiting, developing, and retaining high-quality teachers and support staff who are dedicated to student achievement and continuous school improvement. To support this effort, the campus hosts 3–4 job fairs annually, during which campus administrators actively recruit highly qualified instructional and support personnel. All applicants participate in a rigorous interview process designed to ensure the selection of candidates who align with the campus vision, instructional expectations, and commitment to student success.

Once hired, staff members are provided with comprehensive systems of support to promote professional growth, collaboration, and long-term retention. All teachers in their first through third year of teaching are assigned a campus mentor who provides ongoing guidance, coaching, and support throughout the school year. In addition, these early-career teachers participate in embedded professional learning opportunities during the workday to strengthen instructional practices, classroom management, and overall effectiveness.

Teachers who are new to Westview Middle School, but not new to the profession, are paired with a “buddy teacher” to assist them in acclimating to campus systems, procedures, expectations, and culture. This support structure helps new staff build relationships, navigate campus operations effectively, and transition successfully into the Westview community.

Collaboration and collegial support are also central components of the campus retention strategy. All teachers participate in Professional Learning Communities (PLCs). Core academic teachers engage in daily PLC meetings with their content-area partners to collaboratively plan instruction, analyze student data, align curriculum, and share effective instructional strategies. These collaborative structures foster professional growth, increase teacher efficacy, reduce stress, and contribute to a positive and supportive campus culture focused on student achievement.

School Organization

Westview Middle School is organized to support both the academic and social-emotional development of all students. Students participate in seven instructional classes daily in addition to a 30-minute advisory period designed to provide targeted academic interventions and structured social-emotional learning (SEL) opportunities. This dedicated advisory time allows the campus to proactively address student academic needs while also fostering positive relationships, student connectedness, and overall well-being.

Westview Middle School is committed to supporting the whole child through the implementation of a comprehensive SEL program aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. Using this framework, the campus has developed a year-long SEL curriculum focused on helping students grow in five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Through intentional lessons and activities embedded throughout the school year, students develop the skills necessary to navigate challenges, build healthy relationships, manage emotions, and make positive contributions to their school and community.

In addition to academic and SEL supports, Westview Middle School promotes student leadership and community involvement through its WEB (Where Everyone Belongs) student organization. WEB provides students with opportunities to serve as leaders and mentors within the campus community through activities centered on peer support, community service, school engagement, and leadership development. This organizational structure helps foster a welcoming and inclusive school culture while empowering students to take an active role in supporting the success and well-being of others.

Technology

Westview Middle School integrates technology into daily instruction to enhance student engagement, collaboration, and academic achievement. Students utilize Chromebooks throughout the instructional day to access digital learning resources, complete assignments, participate in instructional activities, and engage with technology-based interventions and enrichment opportunities. Technology is embedded into teaching and learning across all content areas and grade levels to support student learning and college and career readiness.

Each classroom is equipped with instructional technology tools, including document cameras and Smart Board projectors, to support high-quality instruction and interactive learning experiences. Teachers use these tools to model learning, provide real-time feedback, display instructional materials, facilitate collaborative activities, and increase student engagement during lessons.

Technology is an active component of instruction during every class period and is used to support differentiated instruction, data analysis, formative assessment, intervention, and student collaboration. Through the intentional integration of technology into classroom instruction, Westview Middle School seeks to provide students with meaningful learning experiences that develop critical thinking, digital literacy, communication, and problem-solving skills necessary for success in school and beyond.

Community Partnerships

Westview Middle School values strong community partnerships and recognizes the important role local businesses and organizations play in supporting student success, staff morale, and overall campus improvement efforts. During the 2025–2026 school year, the campus partnered with several community organizations, including Smoothie King, A+ Federal Credit Union, H-E-B, and Starbucks.

These partnerships provided support to the campus through staff appreciation initiatives, student incentives, campus events, and community engagement opportunities. Community partners contributed resources, donations, and collaborative support that helped strengthen relationships between the school and the broader community while enhancing the educational experience for students and staff.

Westview Middle School remains committed to expanding and strengthening partnerships with local businesses, organizations, and stakeholders in order to provide additional opportunities, resources, and support systems that benefit students, families, and staff. Through meaningful community collaboration, the campus seeks to foster a strong network of support focused on student achievement, school pride, and long-term school improvement.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Consistent use of **Weekly Instructional Plans (WIPs)** and **district-adopted High Quality Instructional Materials (HQIM)** ensures alignment to TEKS, instructional pacing, and equitable access to grade-level curriculum.
- Established **Professional Learning Community (PLC) structures** that create opportunities for collaborative lesson internalization, shared instructional planning, and alignment of classroom practices.
- Teachers serving as instructional leaders **collaboratively developed STAAR-aligned nine-week assessments** to strengthen alignment between classroom instruction, district expectations, and state assessment rigor.
- The implementation of **campus-developed, STAAR-aligned benchmark assessments** provided opportunities to evaluate the effectiveness of Tier 1 instruction, identify instructional strengths and gaps, and determine where scaffolds and targeted supports were needed to improve student access and achievement.
- Assessment results were used to facilitate **data-informed instructional decision making**, allowing teams to identify priority standards, adjust instructional focus, refine intervention plans, and respond proactively to student learning needs throughout the school year.
- Westview Middle School implemented a **multi-tiered system of academic interventions** designed to address identified student learning needs and strengthen mastery of grade-level standards. Intervention opportunities included targeted small group instruction within the classroom, after-school tutoring to provide individualized support and focused reteach opportunities, and intentional use of the IXL platform to deliver personalized practice and reinforce skills in areas of identified deficit. These intervention structures allowed teachers to **respond to student performance data and provide differentiated support** to accelerate student growth.
- Westview utilized designated Den time to provide **Social-Emotional Learning (SEL) lessons** that supported whole-child development by promoting emotional wellness, positive relationships, and student readiness for learning.

Staff Recruitment and Retention

- Teachers in their **first through third year of teaching** receive individualized support through the district **mentorship program**, providing ongoing coaching, guidance, and opportunities for professional growth.
- Core academic teachers participate in **daily PLC collaboration** focused on curriculum internalization, instructional planning, data analysis, and implementation of effective instructional practices.
- Westview implemented a **differentiated support model for teacher development**, providing intensive coaching, feedback, and individualized coaching cycles through campus leadership and district instructional coaches to build instructional capacity.

- Westview intentionally fosters a **positive and supportive campus culture** through opportunities for staff recognition, collaboration, and relationship-building beyond daily responsibilities. Initiatives including **PBIS involvement, staff luncheons, teacher recognition systems, the Wildcat Spirit Award and Spirit Pack, and weekly counselor kudos such as the Gratitude Jar announcements.**
- Westview fosters **teacher leadership and collaborative decision-making** through opportunities to participate in **curriculum and instructional development, CAAC, PTO, WEB, and PBIS committees**, empowering staff to shape campus practices and strengthen school culture.

School Organization

- Intentionally organized to support both **academic achievement and social-emotional development** through a structured schedule that includes seven instructional periods and a daily **30-minute “den time” period.**
- SEL instruction is intentionally embedded throughout the school year to ensure consistent instruction in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Promotes **student leadership and engagement** through the WEB (Where Everyone Belongs) program
- Recognizes student achievement and positive school habits through **nine-week award ceremonies**, honoring students for **academic success (A and A/B Honor Roll)** and **perfect attendance**, thereby promoting student motivation, celebrating growth, and reinforcing high expectations for both achievement and attendance.

Technology

- The campus utilizes **Renaissance Star Reading and Star Math** as progress monitoring tools to support data-driven instruction, intervention planning, and PLC data discussions.
- **Eduphoria is utilized as a campus-wide progress monitoring and data analysis tool**, supporting collaborative PLC data conversations and instructional decision-making.
- Staff have received training on a variety of **blended learning platforms and instructional technologies**, including Bluebonnet and Mathia, Zearn, StudySync, Read180, SAAVAS, and other digital learning tools to support classroom instruction and intervention.
- **Classroom Chromebooks are available in all core content classrooms**, ensuring consistent student access to digital learning resources and instructional activities.
- Provides **IXL access for all students** as a supplemental instructional and intervention tool, supporting personalized practice, skill reinforcement, and targeted remediation aligned to identified learning needs across content areas.
- Campus communication systems, including **School Status, Facebook, the Wildcat SMORE newsletter, the campus website, and the WMS Parent Newsletter**, are used to effectively share information, promote engagement, and strengthen school-to-home communication.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student achievement data indicates that academic performance and growth among several student groups, including Emergent Bilingual students and students receiving special education services, remain below desired levels in core content areas.

Root Cause: Inconsistent mastery of grade-level standards and varying levels of academic readiness among students have created a need for more targeted interventions,

differentiated instruction, and accelerated learning supports across all content areas.

Problem Statement 2: Difficulty recruiting fully certified teachers and retaining alternatively certified staff who do not complete certification requirements in a timely manner resulted in the loss of seven teachers during the 2025-2026 school year.

Root Cause: A limited pool of fully certified teacher applicants, combined with challenges for alternatively certified teachers in completing program requirements while managing full-time teaching responsibilities, contributed to teacher turnover during the 2025-2026 school year.

Problem Statement 3: Increasing student mental health needs resulted in a significant number of mental health outcries during the 2025-2026 school year, impacting student well-being and campus support systems.

Root Cause: Increasing social, emotional, and mental health challenges among adolescents, combined with limited access to outside mental health resources and supports, contributed to a rise in student mental health outcries during the school year.

Problem Statement 4: Student participation in advanced college and career pathway opportunities remains low, with only 12.3% of 8th-grade students applying to ECHS or P-TECH programs during the 2025-2026 school year, indicating a need to increase awareness, access, and application support for students and families.

Root Cause: Many students and families have limited awareness and understanding of the benefits, requirements, and application processes associated with ECHS and P-TECH programs, resulting in lower participation in advanced college and career pathway opportunities.

Problem Statement 5: Opportunities for students to earn college credit prior to high school graduation are underutilized, as only 22 students participated in the AP Spanish Language Exam and 16 earned qualifying scores during the 2025-2026 school year, indicating a need to increase both participation and success in college-level coursework.

Root Cause: A lack of systematic recruitment, progress monitoring, and targeted AP exam preparation has limited both student participation in AP Spanish coursework and the number of students earning qualifying AP scores for college credit.

Perceptions

Perceptions Summary

Campus Climate Survey

The 2026 Upbeat Staff survey results (Spring 2025 to Spring 2026):



also reflected lower favorable ratings, suggesting staff desire increased opportunities for shared decision-making, communication, and targeted professional growth. Resources & Facilities (60%) and Compensation & Career Path (48%) were among the lowest-rated categories, indicating continued concerns related to campus resources, staffing challenges, and long-term career sustainability.

Overall, the survey data reflects a campus with strong relationships, collaboration, and commitment to students, while also identifying the need to continue strengthening trust, teacher leadership opportunities, communication systems, and staff support structures.

Disciplinary Removals for 2025-2026	
	Total Enrollment (723 Students)
Total ISS	231
Total OSS	150
Total DAEP	18

During the 2025–2026 school year, Westview Middle School served 723 students and recorded 231 In-School Suspensions (ISS), 150 Out-of-School Suspensions (OSS), and 18 DAEP placements. ISS was the most commonly utilized consequence, reflecting efforts to maintain students in the instructional setting whenever possible while addressing behavioral concerns.

The data reflects ongoing behavioral and social-emotional challenges among students and highlights the continued need for proactive behavioral interventions, restorative practices, clear behavior expectations, and increased mental health supports to reduce disciplinary removals and maximize instructional time.

Student Attendance

Westview Middle School demonstrated significant improvement in student attendance during the 2025–2026 school year. The campus achieved a cumulative attendance rate of 92.9%, representing a 2% increase from the previous school year and narrowing the gap with the district attendance rate of 93.9%. Additionally, the campus chronic absenteeism rate decreased substantially from 31% in 2024–2025 to 21.2% in 2025–2026, reflecting a 10% improvement.

Although attendance trends improved considerably, the campus chronic absenteeism rate remains above the district rate of 15%, indicating a continued need for targeted attendance interventions, family engagement, student support systems, and proactive monitoring to ensure consistent student attendance and maximize academic success.

Perceptions Strengths

According to the 2025-2026 (Spring 2025 to Spring 2026) Upbeat Survey data:

- The campus demonstrated strong staff participation in the engagement survey (87%), reflecting a high level of staff voice
- With all categories receiving favorable ratings of 83% or higher, staff responses indicate strong perceptions of collaboration, care and commitment,

inclusive practices, self-efficacy, satisfaction and purpose, and belonging and wellbeing

- Parent/teacher communication, instructional leadership, evaluation processes, and onboarding practices, indicated overall confidence in campus structures.
- Overall results indicate a **strong and connected staff culture**, characterized by positive relationships, commitment to students, and collaborative professional practices.

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Student Attendance

- There was a significant improvement in overall student attendance, achieving a cumulative attendance rate of 92.9%, a 2% increase from the previous school year.
- Meaningful progress was made in closing the attendance gap with the district average, reflecting strengthened attendance systems and increased student engagement.
- Westview showed substantial improvement in reducing chronic absenteeism, decreasing from 31% to 21.2%, representing a 10% improvement year over year.
- Improved attendance outcomes indicate strengthened systems for attendance monitoring, intervention, and student support, contributing to increased student access to instructional time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff survey data indicated lower ratings in Principal/Teacher Trust, suggesting a need to strengthen communication, transparency, relationship-building, and opportunities for staff voice in campus decision-making processes. 72% of staff responded favorably related to principal/teacher trust.

Root Cause: Rapid campus improvement efforts, increased accountability expectations, frequent operational demands, and limited opportunities for collaborative decision-making contributed to lower levels of trust and communication between staff and campus leadership.

Problem Statement 2: Staff survey data indicated a need to strengthen instructional leadership systems to ensure consistent support, feedback, communication, and professional growth opportunities that promote high-quality instruction across the campus. 82% reported favorably regarding instructional leadership.

Root Cause: Increased accountability demands, rapid instructional improvement efforts, staffing challenges, and varying levels of teacher experience created a need for more consistent instructional coaching, feedback, communication, and professional support across the campus.

Problem Statement 3: Staff survey data showed that only 68% of staff responded favorably in the area of Teacher Voice & Leadership, indicating a need to strengthen opportunities for staff input, shared decision-making, and teacher leadership across the campus.

Root Cause: Rapid campus improvement efforts, increased operational and accountability demands, and limited structured opportunities for teacher input and shared leadership contributed to lower staff perceptions regarding teacher voice and leadership opportunities.

Problem Statement 4: Staff survey data showed that only 72% of staff responded favorably in the area of Professional Development, indicating a need to strengthen the relevance, consistency, and differentiated support provided through campus professional learning opportunities.

Root Cause: Rapid campus improvement efforts, high accountability expectations, and varying levels of teacher experience created a need for more differentiated, job-embedded professional development aligned to staff needs and instructional priorities.

Problem Statement 5: During the 2025-2026 school year, Westview Middle School recorded 231 In-School Suspensions (ISS), 150 Out-of-School Suspensions (OSS), and 18

DAEP placements among a student population of 723 students, indicating a continued need to strengthen proactive behavior supports, restorative practices, social-emotional interventions, and consistent campus-wide behavior expectations to reduce disciplinary

Root Cause: Increasing student social-emotional and behavioral needs, combined with inconsistent self-regulation skills and challenges in maintaining positive student engagement, contributed to a high number of disciplinary removals during the 2025-2026 school year.

Problem Statement 6: Although Westview Middle School improved its attendance rate to 92.9% and reduced chronic absenteeism to 21.2% during the 2025-2026 school year, both measures remained below district performance levels, indicating a continued need to strengthen attendance interventions, student engagement, and family support systems to improve consistent student attendance.

Root Cause: Student attendance challenges were influenced by a combination of social-emotional needs, family and transportation barriers, student disengagement, and inconsistent attendance habits, contributing to chronic absenteeism rates that remained above district averages.

Goals

Revised/Approved: May 27, 2026

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

Performance Objective 1: Westview Middle School will increase teacher retention by ensuring that at least 85% of teachers employed during the 2026-2027 school year return to the campus for the 2027-2028 school year unless they are retiring or being promoted.

Evaluation Data Sources: Teacher Retention Data and Department End of Year Surveys

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Staff survey data indicated a need to strengthen instructional leadership systems to ensure consistent support, feedback, communication, and professional growth opportunities that promote high-quality instruction across the campus. 82% reported favorably regarding instructional leadership. Root Cause: Increased accountability demands, rapid instructional improvement efforts, staffing challenges, and varying levels of teacher experience created a need for more consistent instructional coaching, feedback, communication, and professional support across the campus.
Problem Statement 3: Staff survey data showed that only 68% of staff responded favorably in the area of Teacher Voice & Leadership, indicating a need to strengthen opportunities for staff input, shared decision-making, and teacher leadership across the campus. Root Cause: Rapid campus improvement efforts, increased operational and accountability demands, and limited structured opportunities for teacher input and shared leadership contributed to lower staff perceptions regarding teacher voice and leadership opportunities.

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

Performance Objective 2: By the end of the 2026-2027 school year, 100% of teachers in years 1-3 will be assigned a qualified mentor and will participate in ongoing support, coaching, and mentoring opportunities designed to improve teacher effectiveness and retention.

Evaluation Data Sources: Mentor Assignment Document

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Approximately 38% of campus teachers are within their first five years of teaching, increasing the need for instructional and systemic support and resources. This places added strain on veteran teachers to provide mentorship, potentially limiting the consistency and effectiveness of support and impacting overall instructional quality.
Root Cause: High teacher turnover has resulted in a large proportion of novice teachers on campus, and ongoing state accountability challenges have made it difficult to recruit and retain experienced educators, limiting access to consistent instructional expertise and support.

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

Performance Objective 3: By the beginning of the 2026-2027 school year, Westview Middle School will recruit and hire fully certified teachers for at least 85% of professional teaching positions to ensure students have access to highly qualified instructional staff.

Evaluation Data Sources: Human Resources Staffing Document

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 2: Difficulty recruiting fully certified teachers and retaining alternatively certified staff who do not complete certification requirements in a timely manner resulted in the loss of seven teachers during the 2025-2026 school year. **Root Cause:** A limited pool of fully certified teacher applicants, combined with challenges for alternatively certified teachers in completing program requirements while managing full-time teaching responsibilities, contributed to teacher turnover during the 2025-2026 school year.

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

Performance Objective 1: By June 2027, 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 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 50% to 70%
- Approaches from 48% to 68%
- Meets from 25% to 38%
- Masters from 12% to 18%

Evaluation Data Sources: STAAR 2027 Results

Performance Objective 1 Problem Statements:

Student Learning

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: Although 8th-grade STAAR Science performance improved during the 2025-2026 school year, achievement rates of 65% at Approaches, 45% at Meets, and 22% at Masters indicate that additional growth is needed across all performance levels and student groups to meet Closing the Gaps Student Success Status targets. **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.

Problem Statement 4: For the 2025 STAAR 8th-grade STAAR Social Studies achievement levels were 50% Approaches, 26% Meets, and 10% Masters. This indicates that additional growth is needed across all performance levels and student groups to meet Closing the Gaps Student Success Status targets. **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.

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

Performance Objective 2: By June 2027, 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 2027 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 62% to 70%
- Approaches from 60% to 67%
- Meets from 38% to 44%
- Masters from 18% to 25%

Evaluation Data Sources: STAAR 2027

Performance Objective 2 Problem Statements:

Student Learning

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.

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

Performance Objective 3: By June 2027, 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 2027 STAAR outcomes from the prior year will be:

- Approaches from 65% to 70%
- Meets from 45% to 50%
- Masters from 22% to 25%

Evaluation Data Sources: STAAR 2027

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Although 8th-grade STAAR Science performance improved during the 2025-2026 school year, achievement rates of 65% at Approaches, 45% at Meets, and 22% at Masters indicate that additional growth is needed across all performance levels and student groups to meet Closing the Gaps Student Success Status targets. 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.

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

Performance Objective 4: By June 2027, 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 2027 STAAR outcomes from the prior year will be:

- Approaches from 50% to 55%
- Meets from 26% to 38%
- Masters from 10% to 15%

Evaluation Data Sources: STAAR 2027 Results

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: For the 2025 STAAR 8th-grade STAAR Social Studies achievement levels were 50% Approaches, 26% Meets, and 10% Masters. This indicates that additional growth is needed across all performance levels and student groups to meet Closing the Gaps Student Success Status targets. 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.

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

Performance Objective 1: Increase student participation in advanced college and career pathway opportunities by ensuring that at least 20% (44 of 220) of 8th-grade students submit applications to either Early College High School (ECHS) or P-TECH programs during the 2026-2027 school year.

Evaluation Data Sources: ECHS & PTECH Application Data

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Student participation in advanced college and career pathway opportunities remains low, with only 12.3% of 8th-grade students applying to ECHS or P-TECH programs during the 2025-2026 school year, indicating a need to increase awareness, access, and application support for students and families. Root Cause: Many students and families have limited awareness and understanding of the benefits, requirements, and application processes associated with ECHS and P-TECH programs, resulting in lower participation in advanced college and career pathway opportunities.

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

Performance Objective 2: Expand access to and success in college-level coursework by increasing AP Spanish Language Exam participation from 22 students to at least 28 students (25% increase) and increasing the number of students earning a qualifying AP score for college credit from 16 students to at least 21 students by the end of the 2026-2027 school year.

Evaluation Data Sources: Collegeboard AP Exam Data

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: Opportunities for students to earn college credit prior to high school graduation are underutilized, as only 22 students participated in the AP Spanish Language Exam and 16 earned qualifying scores during the 2025-2026 school year, indicating a need to increase both participation and success in college-level coursework. Root Cause: A lack of systematic recruitment, progress monitoring, and targeted AP exam preparation has limited both student participation in AP Spanish coursework and the number of students earning qualifying AP scores for college credit.

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

Performance Objective 3: By May 2027, 100% of 8th-grade students will participate in at least one structured college and career exploration experience, such as college visits, career fairs, career interest inventories, guest speaker presentations, military career awareness activities, or high school pathway information sessions, to increase awareness of postsecondary education and career opportunities.

Evaluation Data Sources: Schedule of College & Career Exploration events.

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: By the end of the 2026-2027 school year, Westview Middle School will increase its average daily attendance rate from 92.9% to at least 94.0% and reduce the chronic absenteeism rate from 21.2% to 18.0% or lower through targeted attendance interventions, family engagement, and ongoing monitoring of student attendance data.

Evaluation Data Sources: Attendance Data

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus serves a student population with a high percentage of identified needs, including 79.89% of students classified as at-risk of not graduating on time without additional support, 57.28% identified as emergent bilingual, and a rising population of students receiving special education services, now at 16.69%. Root Cause: Current systems and instructional practices are not consistently aligned to meet the diverse and overlapping needs of at-risk, emergent bilingual, and special education students. Inconsistencies in differentiation, targeted interventions, and the use of effective language and specialized supports limit students' access to rigorous, grade-level instruction and impact overall academic growth.

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: By the end of the 2026-2027 school year, Westview Middle School will strengthen positive student behavior and school climate by reducing In-School Suspensions (ISS) from 231 to 185 or fewer (20% reduction), reducing Out-of-School Suspensions (OSS) from 150 to 120 or fewer (20% reduction), and reducing DAEP placements from 18 to 15 or fewer through the implementation of proactive behavior supports, restorative practices, social-emotional learning interventions, and consistent campus-wide behavior expectations.

Evaluation Data Sources: Campus Discipline Data in Skyward

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 5: During the 2025-2026 school year, Westview Middle School recorded 231 In-School Suspensions (ISS), 150 Out-of-School Suspensions (OSS), and 18 DAEP placements among a student population of 723 students, indicating a continued need to strengthen proactive behavior supports, restorative practices, social-emotional interventions, and consistent campus-wide behavior expectations to reduce disciplinary Root Cause: Increasing student social-emotional and behavioral needs, combined with inconsistent self-regulation skills and challenges in maintaining positive student engagement, contributed to a high number of disciplinary removals during the 2025-2026 school year.

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: By May 2027, Westview Middle School will provide a minimum of six parent and family engagement opportunities throughout the school year and achieve participation from at least 30% of enrolled students' families in one or more engagement activities, as documented through sign-in sheets and participation records.

Evaluation Data Sources: Sign In Sheets

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our campus serves a student population with a high percentage of identified needs, including 79.89% of students classified as at-risk of not graduating on time without additional support, 57.28% identified as emergent bilingual, and a rising population of students receiving special education services, now at 16.69%. Root Cause: Current systems and instructional practices are not consistently aligned to meet the diverse and overlapping needs of at-risk, emergent bilingual, and special education students. Inconsistencies in differentiation, targeted interventions, and the use of effective language and specialized supports limit students' access to rigorous, grade-level instruction and impact overall academic growth.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By May 2027, Westview Middle School will increase access to proactive mental health supports by ensuring that 100% of students participate in social-emotional learning opportunities and that students identified as at risk receive targeted counseling, intervention, and referral services to support student well-being and school success.

Evaluation Data Sources: Counselor data including the number of outcrys during the 26-27 school year.

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: Increasing student mental health needs resulted in a significant number of mental health outcrys during the 2025-2026 school year, impacting student well-being and campus support systems. Root Cause: Increasing social, emotional, and mental health challenges among adolescents, combined with limited access to outside mental health resources and supports, contributed to a rise in student mental health outcrys during the school year.
Perceptions
Problem Statement 5: During the 2025-2026 school year, Westview Middle School recorded 231 In-School Suspensions (ISS), 150 Out-of-School Suspensions (OSS), and 18 DAEP placements among a student population of 723 students, indicating a continued need to strengthen proactive behavior supports, restorative practices, social-emotional interventions, and consistent campus-wide behavior expectations to reduce disciplinary Root Cause: Increasing student social-emotional and behavioral needs, combined with inconsistent self-regulation skills and challenges in maintaining positive student engagement, contributed to a high number of disciplinary removals during the 2025-2026 school year.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums