

Houston Independent School District
017 Westbury High School
2023-2024 Campus Improvement Plan



Mission Statement

To provide rigorous college and career preparation to all students in a safe environment where everyone diligently strives for student achievement.

Vision

Westbury High School will EMPOWER all students to CULTIVATE their own identity by providing them access to VIBRANT performing and visual art programs, COMPETITIVE academic and athletic UIL opportunities, as well as RELEVANT professional certifications and internship opportunities.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the years 2015-2016 through 2018-2019, our student achievement was improving annually. Our school started in Improvement Required (IR) rating and by the end of the 2018 school year was able to exit IR. For 2018-2019, the last year prior to the pandemic for which ratings are available, we achieved a 79 rating, with growth in all areas. For 2020-2021, we also earned a 79. Like schools across the state, we saw a significant decline in achievement (STAAR) scores for 2020-2021, but then rebounded in all areas except English 1 for 2021-22. We are awaiting the release of the 2022-2023 ratings but we saw an increase in performance for all subjects except for a slight regression in English 2 detailed below.

Content Year # of Testers DNM Approaches Meets Masters English 1 2022-2023	795	48.6%	51.4%	27.7%	2.2%	English 1 2021-2022	913	54.8%	45.2%	24%	3.5%	English 1 2020-2021	606	51%	49%	31%	4%	English 2 2022-2023	759	45.4%	54.6%	30.7%	1.3%	English 2 2021-2022	789	43.5%	56.5%	35%	3.4%	English 2 2020-2021	611	54%	46%	33%	2%	Algebra 1 2022-2023	665	33.2%	66.8%	21.8%	7.4%	Algebra 1 2021-2022	828	37.6%	62.4%	12%	12%	Algebra 1 2020-2021	554	52%	46%	16%	5%	Biology 2022-2023	773	23.8%	76.2%	24.9%	4.1%	Biology 2021-2022	814	35.4%	64.6%	21%	5%	Biology 2020-2021	621	45%	55%	23%	4%	US History 2022-2023	535	9.3%	90.7%	57.5%	23.9%	US History 2021-2022	596	19.5%	80.5%	28%	22%	US History 2020-2021	505	29%	71%	43%	19%
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Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Westbury offers a range of academic offerings tailored to students' capabilities. We have dual credit, AP, pre-AP, on-level, and intervention classes designed to help struggling students. We work with students with a range of English proficiencies and refuse to pigeonhole students. One recent graduate arrived to this country and started in ESL classes, but by senior year was able to pass multiple AP exams. We meet students where they are, encourage them to grow and push themselves academically. To assist students, we offer individualized instruction including small groups and targeted interventions. P

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Accountability scores for 2022-2023 rose over prior years and we were able to decrease the number of students that did not meet in all subjects but had a slight increase in did not meet for English 2. **Root Cause:** Westbury High School has a large number of recent immigrants, from a variety of countries.

Problem of Practice 2: There is a significant lag between our SpEd students' performance and their peers. **Root Cause:** SpEd Students arrive with significant gaps and face many challenges in their learning.

School Culture and Climate

School Culture and Climate Summary

Our mission statement is more than just a motto rarely looked at for us. We -- the staff, faculty and administration at Westbury High School -- really believe that this period of young adulthood is one of the most crucial in a person's life. We want them to graduate high school ready to attend college, enter the workforce or join the military and be successful in their chosen path. To that end, our decisions are child-centric. Whether it is the academic offerings that we make available, our enthusiastic support of the whole child through CTE, fine arts offerings and athletics, or our efforts to make school a warm and welcoming place for kids, our students are at the heart of everything we do. We strive for Westbury to be a positive environment for students, a place of positivity where they can learn. However, there are always ways to improve and we face some challenges. One of those is student engagement, which impacts on-time graduation, attendance and student progress. Last year we made a real effort to make up lost credits and were able to get many students back on track for graduation. This year, we need to continue to build on that success and work towards a culture that affirms every student so that students feel empowered to navigate their high school years and plan for their future after graduation. We still face challenges around attendance, discipline and failure rates

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: One of the strengths of Westbury is our matrix approach. We have a dean system where students are organized into grade-level co-horts. The deans rotate with students so over the course of four years really get to know students and families. Last year, we were able to increase our counseling staff from one person to four. The counselors work alphabetically, with a group of students across all grade levels. This gives each child two adults to whom they can turn to for help and advice. We feel this web of support works well for our students, many of whom face difficulties at home, including poverty, food insecurity, drug abuse by a parent, parental incarceration, parental deportation, language barriers, domestic abuse and other significant crises.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Attendance for 2022-2023 was 94.4%. Discipline issues also continue to derail students through missed classes. **Root Cause:** Our high poverty student population faces economic uncertainty: food insecurity, rising rent costs and unstable employment. Some of our students or their parents do not have immigration documentation. This leads to more school absences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our overall goal is to attract and retain high quality instructors and reduce teacher turnover. In general, our overall turnover rate is about 10-15% per year

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: Westbury attracts and hires teachers with strong potential each year. When hiring, we focus on content knowledge, ability to form relationships with at-risk students, class management skills, and social/emotional skills. During the interview process, we are clear about campus expectations, culture, and challenges. Teachers must both love teaching their content and love working with teenagers. Westbury has a number of teachers who have been on campus for more than 5 years. This stable base serves as mentors and content area leads who can help guide campus newcomers. Although we believe in the Westbury Way, teachers are professionals who want to continue to grow in their capabilities. To that end, there is a synergy between new ideas and proven methods. We have PLCs so that teachers can plan together, model lessons, and execute best practices. This provides support for all teachers; at Westbury no one goes it alone

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Westbury hires 15-25 teachers annually out of a teaching staff of 125 teachers. We have a strong campus culture that is built on relationships, achievement, and strong campus processes/procedures. It is necessary to transmit our Westbury Way to new teachers each year and to refresh, refine, and reinforce all staff in these ways. **Root Cause:** Working with a high poverty population can be challenging and not everyone continues to want to do it. In addition, teachers leave to be closer to home, for a life change, or to pursue a leadership opportunity.

Parent and Community Engagement

Parent and Community Engagement Summary

Our students come to school shaped by their families and communities. Strengthening the relationship between Westbury High School and our families is an essential ingredient to ensure we provide the best support to all students. We plan to continue to create a welcoming environment for our families and community by helping them navigate the school system and campus life. We will listen to all parents and offer opportunities to them for leadership. We will welcome our community and business partners to integrate Westbury High School into the larger Southwest Houston Community, resulting in career/job opportunities for our students. Additionally, our students participate in building better relationships by contributing to the community through volunteer service, thus, further enhancing the network among all stakeholders. Unfortunately, many of our parents work non-traditional schedules and sometimes multiples jobs to support their families. Younger siblings can also contribute to challenges of childcare and parent schedules. As a result, parents are generally unavailable to attend PTO Meeting, Title I Events, and other school-related events. Increasing family and community engagement is high priority. We believe the best outcomes derive from collaboration with students, parents, faculty, staff, and community. By strengthening the alliances among all stakeholders, our goal is to focus on student learning and development, resulting in a result-oriented culture

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Westbury receives kudos for being a Platinum Family-Friendly campus. We try to welcome everyone with a smile and make families feel welcome on campus. Our hospitality is shown in the way we provide a welcome at all PTO meetings and offer food at almost all events. We want parent volunteers. We try to accommodate different schedules through varied meeting times. Our reputation in the community has been enhanced in the last five years. We actively participate in local homeowners' meetings and other community events. Community members call us when there is an issue with a student, and we are responsive to their concerns. We are seen as an asset to the community. We have a strong alumni network that supports the school through the Friends of Westbury Foundation. This organization raises money for student scholarships and financially supports the school in other ways. Our Jr. ROTC and NHS are called on to volunteer in the community and to mentor younger students at some of our feeder pattern schools. Our marching band and dance team are fan favorites, even when our athletic teams are not winning, fans come for the halftime show!

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Our parent engagement, which at Westbury lags schools with higher economic populations, took a significant dip during the COVID years. Our goal is to have families on campus multiple times a year, either for a meeting, a performance, a game or another activity. **Root Cause:** Our families have many pressures on them, and we must compete for engagement with work, child care, and other responsibilities.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: We are continuing to adjust our tailored interventions to Emergent Bilingual student learning to make sure that their growth and achievement improves closer to the growth and achievement of their non-EB peers.

* We have implemented special intervention classes such as Reading, ESL Practical Writing, and specialized ESL sections of core classes in addition to the tiered ESL English courses to ensure EBs and migrant students are receiving high quality scaffolding and instruction to assist in mastery of the English TEKS.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: We are continuing to adjust our tailored interventions to Emergent Bilingual student learning to make sure that their growth and achievement improves closer to the growth and achievement of their non-EB peers.

* We have implemented special intervention classes such as Reading, ESL Practical Writing, and specialized ESL sections of core classes in addition to the tiered ESL English courses to ensure EBs and migrant students are receiving high quality scaffolding and instruction to assist in mastery of the English TEKS

Indicator 1: The number of EB students that reach approaches or higher on English 1 and English 2 STAAR will increase by 1-2%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: We are continuing to adjust our tailored interventions to Emergent Bilingual student learning to make sure that their growth and achievement improves closer to the growth and achievement of their non-EB peers. * We have implemented special intervention classes such as Reading, ESL Practical Writing, and specialized ESL sections of core classes in addition to the tiered ESL English courses to ensure EBs and migrant students are receiving high quality scaffolding and instruction to assist in mastery of the English TEKS.</p> <p>School Leaders' Actions</p> <p>Campus administrators will ensure their cohort of students is scheduled to appropriate intervention courses and appropriate ESL courses based on STAAR and LPAC data. * Campus administrators will ensure through spot walks that teachers are using EB sheltered instruction supports during MRS (examples: sentence and response stems) as well as teaching at grade level during the first teach with MRS intentional pairing of bilingual student with native speaker, and then implementing accommodations during the LSAE portion of instruction.</p> <p>Staff Actions</p> <p>Under the direction of Principal Nixon the master scheduler will master schedule intervention sections of courses and specialized ESL sections of core classes along with tiered ELAR ESL sections following multilingual guidelines. * Assistant principals will review their cohort's transcripts and audit STAAR data and LPAC data each semester to ensure students are scheduled in the appropriate intervention courses based on the most recent STAAR and LPAC data. * Principal Nixon, assistant principals, and teacher specialists will conduct regular SPOT observations of instructors to ensure instruction includes EB scaffolds and supports consistently</p>	Formative			Summative
	Feb	Mar	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Key Action 2: We will continue to work with caseworkers and the HISD Special Education team in ensuring IEPs meet student's needs, adjusting as necessary, and that our teachers and co-teachers are adhering to the requirements of the IEP while continuing to monitor student academic progress under the requirements of the IEP

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: We will continue to work with caseworkers and the HISD Special Education team in ensuring IEPs meet student's needs, adjusting as necessary, and that our teachers and co-teachers are adhering to the requirements of the IEP while continuing to monitor student academic progress under the requirements of the IEP.

Indicator 1: The number of identified SpEd students that reach approaches or higher on STAAR will increase by 2%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: We will continue to work with caseworkers and the HISD Special Education team in ensuring IEPs meet student's needs, adjusting as necessary, and that our teachers and co-teachers are adhering to the requirements of the IEP while continuing to monitor student academic progress under the requirements of the IEP.</p> <p>School Leaders' Actions</p> <p>Under the direction of Principal Nixon, our Special Education administrator Ms. Douglas will liaison between our campus and the West Area Special Education unit to ensure we remain in compliance with Federal and State IEP guidelines. * Assistant Principals will work with Ms. Douglas and district support personnel participating in ARD committees for their students in adjusting each student's IEP based on the needs monitored by the student, the student's parent, current instructors, and the student's caseworker.</p> <p>Staff Actions</p> <p>Caseworkers and Co-Teachers will ensure that the student's IEP is being followed and will track and provide input on student academic progress and current academic needs. * Teachers will follow the requirements in the student's IEP and attend ARDs and provide input on student's area of progress and areas where students need additional support.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Key Action 3: Counselors and deans will work collaboratively to ensure that students are supported academically through appropriate course placement; students attend school daily and are engaged in active learning and participate in lessons.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Counselors and deans will work collaboratively to ensure that students are supported academically through appropriate course placement; students attend school daily and are engaged in active learning and participate in lessons.

Indicator 1: Student attendance will increase from 94.4% for the 2022-2023 school year to 94.5% for the 2023-2024 school year

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Counselors and deans will work collaboratively to ensure that students are supported academically through appropriate course placement; students attend school daily and are engaged in active learning and participate in lessons</p> <p>School Leaders' Actions</p> <p>School leaders will set an overall positive climate for Westbury High School. * Improve intervention support and efficiency across the campus using a studentcentered approach and through advocacy lessons. * Expectations will be for classroom learning to be highly engaging for students. Teachers will be coached on providing high quality instruction using MRS strategies, quick transitions, timers and other tools. * Deans and counselors will be actively involved in assisting students through scheduling, mediation and SEL assistance. * School leaders will communicate with parents through phone calls, letters and electronic communications, both about the overall importance of school attendance and about their child or children's specific attendance patterns. * Hold regular DRIP meetings with Student Success and Grade Level Administrators. * Wrap-around will assist students with non school-related concerns</p> <p>Staff Actions</p> <p>Monitor student attendance * Teachers and staff members will flag students that have missed multiple classes for the attendance team. * The student success team will contact families, either through phone calls, home visits, letters or FERPA-appropriate electronic communication, to address truancy. * All staff members will create a positive and friendly learning environment for students.</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 4: Our overall goal is to reduce teacher turnover. To that end, we will focus on improving the professional environment for our educators. We will improve instructional and behavior skills for all new and returning staff by creating and training teachers and instructional leaders using the Westbury Way to create high levels of consistency and proficiency around: threshold, warm-up, seating charts, class procedures, use of times, attention-getters, giving directions, multiple response strategies, active monitoring, grading in the moment and closure.

Strategic Priorities:

Increasing Organizational Efficiency

Indicator of Success 1: Our overall goal is to reduce teacher turnover. To that end, we will focus on improving the professional environment for our educators. We will improve instructional and behavior skills for all new and returning staff by creating and training teachers and instructional leaders using the Westbury Way to create high levels of consistency and proficiency around: threshold, warm-up, seating charts, class procedures, use of times, attention-getters, giving directions, multiple response strategies, active monitoring, grading in the moment and closure.

Indicator 1: The number of new hires for 2024-2025 will be less than 20

Indicator 2: Recruitment will focus on high quality, experienced educators

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Our overall goal is to reduce teacher turnover. To that end, we will focus on improving the professional environment for our educators. We will improve instructional and behavior skills for all new and returning staff by creating and training teachers and instructional leaders using the Westbury Way to create high levels of consistency and proficiency around: threshold, warm-up, seating charts, class procedures, use of times, attention-getters, giving directions, multiple response strategies, active monitoring, grading in the moment and closure.</p> <p>School Leaders' Actions</p> <p>Plan and host a new teacher orientation the week before school starts to prepare teachers for the school year in a variety of ways: panel Q&A; master schedule overview; campus tour; basic Westbury Way overview, and model classroom tour with time in classroom to get set up before week one. * Assign campus mentors to assist in the acclimation process. New teachers should have multiple people on campus with whom they feel comfortable discussing their challenges. * Host teacher and staff appreciation throughout the year so that teachers will understand that campus leaders view them as an important part of our overall campus success. * Attend HISD job fairs to attract quality candidates to Westbury</p> <p>Staff Actions</p> <p>Staff will utilize their personal networks to help fill job openings. * Faculty will be asked to staff job fairs to help screen candidates. * Faculty will help teachers new to the building become comfortable with the Westbury Way through formal and informal mentoring. * All employees will create an overall positive-focused environment where every member of our instructional and non-instructional community feels supported and valued.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 5: Increase the number of parent visits by 20% for 2023-24 over 2022-2023.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Increase the number of parent visits by 20% for 2023-24 over 2022-2023.

Indicator 1: * Title 1 sign in sheets show an increase in parent participation when compared to the previous school year.

* Teacher, Counselors and Administrator Logs demonstrate frequent contact and communication


Indicator 2: *Create a focus group of 6-8 parents to complete the FACE Walkthrough to observe classrooms and provide feedback to the campus.


* Parent participation with the campus PTO and the number of attendees at the Husky Food Market approaches 10% of the parent population. *


* Electronic communications are sent regularly to parents. *


Indicator 3: * The campus website will maintain pertinent campus information to include Family and Community Engagement Information

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase the number of parent visits by 20% for 2023-24 over 2022-2023</p> <p>School Leaders' Actions</p> <p>School leaders will encourage an inclusive culture that values and celebrates diversity. * School leaders will consider flexible scheduling for Title 1 Meetings to accommodate parent schedules. * Teachers will maintain will an active logs of parent communication/meetings and provide copies to their appraiser. * The LEP Coordinator and team will ensure that information is provided in multiple languages indicating a respect for the diverse cultural backgrounds of students and families. * The campus Technology Specialists will offer monthly trainings to ensure all personnel understand how to navigate different platforms used to collaborate/communicate internally and externally. * * Campus leaders will make sure necessary translation is available during all parent/community meetings</p> <p>Staff Actions</p> <p>Wraparound and PTO will collaborate with local businesses and organizations to gain mutual support and outreach. * Staff will encourage an inclusive culture that values and celebrates diversity through Advocacy lessons, daily routines and modeling the desired behavior. * Staff will create student leadership programs that empower them to contribute to a positive and inclusive culture. * All staff will respond to parent phone calls/emails within 48 hours.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 6: Our approach to data-driven instruction and assessment is two-part. The first driver is to Improve teacher capacity to demonstrate consistent effective foundational instructional skills following the lesson cycle progression known as the "Westbury Way" with high level of consistency and proficiency to include skills such as: threshold, warm-up, seating charts, class procedures (materials/cellphones) use of timers, attention getters, transitions, giving directions, multiple response strategies, active monitoring/grading in moment, and closure/exit.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By August 18, 2023, skills modules will be developed by campus leaders and teachers for each identified Westbury Way skill.

- * Modules will be taught in 45-60 minute mini-lessons during the week of Aug 21-25, 2023 to all teachers by a leader/teacher pair using a lesson plan format, at bat opportunities, and providing a digital resource one-pager with links to the lesson and resources.
- * By December 15, 2023, 50% of teachers will demonstrate consistent implementation of classroom routines and instructional procedures during spot observations consistent with Proficient I.
- * This percentage will increase to 80% by May 15, 2024.
- * All English and identified Math teachers will be trained to use NES curriculum, DOL assessments, and LSAE model by the Aug 28, 2023.
- * All core content PLCs will be trained to utilize district-aligned data protocols and apply them to DOLs and common assessments to disaggregate data, drive lesson planning, and differentiate practice within 90-minute lesson cycle by the end of 1st grading cycle; all non-core PLCs will be trained and apply strategies aligned to NES model by end of 1st semester to apply in 2nd semester.
- * Using 1st grading cycle DOLs and BOY assessments, 75% of core-content instructional staff will utilize data from DOLs to drive instruction and impact student success through meaningful reteach/intervention.
- * This percentage will increase to 95% by December 2023. By the end of the first semester, 80% of students will be fluent in the use of data trackers in the core content classroom and be able to speak to their own performance and progress.
- * Student scores for the English, Math and Science BOY, MOY and EOY exams will increase at least 0.5 grade levels between each administration with EOY to show a more than 1.25 grade level increase overall from BOY.

Key Action 7: We seek to

grow staff capacity to collect, analyze and utilize student data on a continuous basis to effectively to impact student success based on DOL and other district data to provide

differentiated practice to students within a 90-minute lesson cycle.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Key Action 8: Teachers will use Canvas and other district-approved apps and hardware (Clevartouch Boards, etc.) to deliver seamless, engaging, and interactive lessons to their students during the 23-24 SY.


Strategic Priorities:


Expanding Educational Opportunities, Transforming Academic Outreach


Indicator of Success 1: The CET will use a check and balance spreadsheet to monitor teachers' purposeful use of Canvas features: posting announcements, uploading assignments and quizzes, and other vital components as indicated on the tracker.


Indicator 1: The campus CET will conduct an open lab for teachers three times a week that provides a forum for asking and answering questions, introduces new ways to implement Canvas and other district-approved apps that leverage students' prior knowledge, motivate them to action, ensure comprehension, and enhance student agency and self-efficacy.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: It is essential for teachers to gain a basic understanding of the characteristics of a transformative classroom that facilitates a learning environment that encourages and supports the innovative use of technology.</p> <p>School Leaders' Actions</p> <p>The CET will visit with PLCs weekly to train teachers on Canvas and hardware, address technology concerns, and introduce new strategies in effective and purposeful use of technology. The CET will provide opportunities for one-to-one training to help teachers move from an adoptive classroom to a transformative classroom based on the TIM Matrix.</p> <p>Staff Actions</p> <p>Teachers will post weekly announcements, assignments, and quizzes on Canvas. Teachers will attend at least one Open lab per week and at least two TEAMS sessions per month. Teachers will use the online self-paced webinars/trainings provided by Canvas in the Canvas Training Portal.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 9: The CET will use a check and balance spreadsheet to monitor teachers' purposeful use of Canvas features: posting announcements, uploading assignments and quizzes, and other vital components as indicated on the tracker.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency

State Compensatory

Budget for 017 Westbury High School

Total SCE Funds: \$588,081.70

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Answer: Westbury High School uses Comp Ed to reduce class sizes, provide additional support to ELA, provide support for attendance and college/career readiness. 2023-2024 State Compensatory Education Personnel Name Position FTE (1.0 or 0.5) Mario Duran Tchr, Spclst - 12 M 0.5 Daniel Encinas Tchr, English 1.0 Liliana Monsivais Instructional Spclst - 12 M 1.0 Kimberley Nelson Tchr, ESL Secondary 1.0 Susan Preston Tchr, Assoc, Dedicated 1.0 Nikida Russell Tchr, ESL Secondary 1.0 Harriet Schlueter Tchr, ESL Secondary 1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniel Encinas	Tchr, English		1.0
Harriet Schlueter	Tchr, ESL Secondary		1.0
Kimberley Nelson	Tchr, ESL Secondary		1.0
Liliana Monsivais	Instructional Spclst - 12 M		1.0
Mario Duran	Tchr, Spclst - 12 M		1.0
Nikida Russell	Tchr, ESL Secondary		1.0
Susan Preston	Tchr, Assoc, Dedicated		1.0