

SY 23-24 School Action Plan (West Division Office)

Campus	Westbury High School
Principal	Jerri Nixon
Grades Served	9-12
Enrollment	2240

The timeline for School Action Plan submission can be found below:

- September 1: Principal emails Action Plan to Feeder EDs.
- September 4: Principal receives Action Plan with feedback from Feeder EDs.
- **September 8: Principal uploads final copy of Action Plan in West Division SharePoint.**

[Key Action Guide](#) – Use as a reference to assist with writing the Key Action statements.

[Connection to District Plan](#) – Use as a reference for the Connection to the District Plan.

Needs Assessment

<i>low</i>	Advanced	<i>high</i>
Action plan is based on a current needs assessment. The needs are prioritized. The author uses both current-year and trend data to determine core needs. Student achievement and progress monitoring data inform the needs assessment. The School also reviews data regarding the quality of instruction. It analyzes instructional deficiencies, using multiple sources of data, and describes professional development needs. Core needs take into account the principles of a turnaround school and are relevant and significant – addressing these needs will help raise student achievement and help the organization reach its other goals.		

Specific Actions

Goals and Priorities

<i>low</i>	Advanced	<i>high</i>
The goals address School core needs and focus on leverage points. Goals and priorities are developed as part of the vision and the long-range plan for reform. The goals or objectives take into account the experience level of the staff, maturity of the processes already in place, and the urgency of the academic situation. The plan has relatively few goals and those goals are easy to understand. The action plan clearly outlines School priorities that provide focus for schools' actions and prevents a diffusion of effort. Goals and priorities are connected to practices and principles of organizational effectiveness, not programs.		

Connection to District Plan

Indicators of Success

<i>low</i>	Advanced	<i>high</i>
The action plan delineates indicators of success for each goal or objective. The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress. The indicators of success challenge the organization, but are attainable. The number of indicators is not over-whelming and will not lead to a diffusion of effort.		

Systems Thinking

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

<i>low</i>	Advanced	<i>high</i>
<p>The action plan clearly outlines specific actions people in the organization will take in order to accomplish the goals and indicators of success. This section of the action plan is written with a preponderance of action verbs. Specific actions can be observed or easily monitored by an outside evaluator. The specific actions are comprehensive – completing the actions will ensure attainment of the indicators of success. Where appropriate, the action plan includes when and by whom the specific steps will be completed. The specific actions include steps to train the staff if necessary.</p>		

<i>low</i>	Advanced	<i>high</i>
<p>Relevant central office departments are consulted and the specific actions of the plan will be supported by or reinforce the work of those departments. Where appropriate, the school's or department's action plan specifically refers to the district's key actions. The action plan addresses district-level indicators of success for which the organization will be assessed. The action plan focuses on leverage points and these points overlap the ones outlined in the district plan.</p>		

<i>low</i>	Advanced	<i>high</i>
<p>The School's action plan addresses areas for improvement identified in the systemic assessment of organizational effectiveness. Relevant central office departments are consulted and the plan allows the departments to work in reinforcing ways. Goals and actions address major system components: philosophy, processes, implementation, and leadership capacity. The action plan outlines programs and initiatives in a systemic way, including steps to explain the rationale and philosophy, and actions to monitor progress and provide feedback. Staff development plans, budget items, and the action plan are tightly aligned.</p>		

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

Key Action #1

Key Action for SPED:

1. Improve services for all students receiving Special Education services.
2. Ensure compliance for all areas of Special Education.
3. Improve outcomes for all students receiving Special Education services.

Needs Assessment with Data and Rationale:

Westbury High School averages at least 10% of students annually receiving Special Education services. For the 2023-2024 year, Westbury currently has a total of 204 SPED students with 126 receiving co-teach support, 75 receiving support in a self-contained class, and 3 students receiving Speech only services. Our students must receive high-quality services in their program area from all staff. It is critical that our students in Special Education graduate CCMR ready in an approved graduation code of either 34 with endorsement, 54, or 55 to be prepared for life after high school and to improve overall campus CCMR rate.

Goals and Priorities:

- Close the gap between students receiving special education services and non-disabled peers.
- Ensure the needs of special education students are met according to their ARD.
- Be and remain in compliance across all indicators.
- Reduce the discipline gap for SPED students as compared to other peers.
- Increase the employability and college readiness of SPED students.

Indicator of Success:

1. Close the gap between students receiving special education services and non-disabled peers by 5% in all STAAR content areas
2. Ensure the needs of special education students are met according to their ARD with high quality support from both Special Education and General Education staff.
3. Approach 100% compliance at checkpoints with all ARD deadlines including Progress Monitoring.
4. Reduce the number of office referrals for Level 1 offenses and Level 2 offenses and of Level 3 actions to decrease the percentage of in-school and out-of-school suspensions assigned to SPED students.
5. Increase the number of SPED students earning a graduation code that qualifies for CCMR to 75% for co-teach students and 25% for self-contained students.

Specific Actions:

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

School leaders

- Monitor SPED compliance in all areas to ensure we approach 100% compliance across all categories.
- Support SPED staff in calendaring ARD meetings and ensuring all needed campus and district personnel are present and prepared.
- Training all SPED teachers to have high-level skills in conducting ARDs, writing IEPs and PLAAFs, and appropriate delivery of instruction to setting; training identified teachers and teaching assistants in CPI to be able to decrease behaviors and keep students safe.
- Train all Westbury teachers in effective co-teaching practices and support PLC work with among Special Education staff and with General Education Staff to improve instructional delivery.
- Ensuring all Westbury teachers have foundational management and teaching skills (Westbury Way) to reduce and prevent Level 1 and 2 infractions by creating strong routines and de-escalating skills.
- Scheduling co-teach students correctly across all 4 years so that students are able to achieve a graduation code of 34, Distinguished Level diploma with endorsement.
- Scheduling and monitoring progress of self-contained students so they can have the opportunity to develop employability skills via classwork, support from Employment Specialist, and through elective offered by Work Force Solutions.

School Staff

- Participate actively in all campus and other required trainings to ensure high quality instructional delivery and create high-quality ARD documents and meetings.
- Case managers will work with SPED leadership to calendar ARD meetings to avoid any out-of-date ARDS, create high-quality ARD documents, and ensure we remain at or near 100% compliance across all categories.
- Work collaboratively with schedules to ensure student opportunities are maximized for CCMR readiness.
- Meet as a PLC at least weekly to collaborate around teaching methods and instructional lessons and participate weekly with core-content PLCs as designated.

Connection to District Plan: Students receiving Special Education services are a high priority for Houston ISD in terms of quality of services, compliance with law, and outcomes for each student.

Key Action #2

Key Action for HQI

Westbury has identified a three-part plan to ensure all students are receiving meaningful HQI.

1. 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.
2. Implement the NES curriculum including LSAE materials with fidelity in on-level English/Reading and Math Courses (Algebra I, Strategic Learning Math, Geometry, and Algebra II); and utilize the LSAE lesson-cycle model lessons as basis for instruction in all other core content areas to improve Tier I instruction and include differentiated practice based on data within daily instruction.
3. Grow staff capacity to collect, analyze and utilize student data on a continuous basis to effectively impact student success based on DOL and other district data to provide differentiated practice to students within a 90-minute lesson cycle.

Needs Assessment with Data and Rationale:

For the 2020-2021 school year (the last year for which there were ratings), Westbury received a 79 rating. During the period surrounding COVID with its disruptive learning, there was a significant dip in student STAAR scores. This data has begun to rebound, and we have seen scores improve each year for the last three years. A comparison of 2022-23 and 2021-2022 STAAR data is below:

Subject/Year	Approaches	Meets	Masters	Did Not Meet
English 1 2022-2023	51.4	27.7	2.2	48.6
English 1 2021-2022	45.2	28	3.5	54.8
English 2 2022-2023	54.6	30.7	1.3	45.7
English 2 2021-2022	56.5	38.3	3.5	43.5
Algebra 2022-2023	66.8	21.8	7.4	33.2
Algebra 2021-2022	62.4	23.7	11.6	37.6
Biology 2022-2023	76.2	24.9	4.1	23.8
Biology 2021-2022	64.6	26.2	5.4	35.4
US History 2022-2023	90.7	57.5	23.9	9.3
US History 2021-2022	80.5	50.2	22	19.5

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

There was an upward trend in STAAR scores for most subject areas (English 2 saw a 2 percent decline) as we continued to recover from the learning setbacks caused by COVID. However, we recognize that instruction and student engagement can always be improved. Our overall goals are to increase the number of students passing the EOC exams, and to significantly increase the number of kids meeting or scoring at the masters' level. To do that, we need to improve instructional quality, depth of instruction and student comprehension.

To that end, we are focused on improving the overall learning environment and school policies and procedures (the Westbury Way), implementing teaching strategies and curriculum that will create greater depth of understanding and increase student engagement in learning (LSAE model; curriculum implementation), and using data, specifically BOY and MOY, to track student comprehension and target students for intervention.

Goals and Priorities:

- Our goal is to ensure high quality instruction in each and every classroom from bell to bell using a consistent approach to procedures and policies (the Westbury way) that is clear to both students and faculty. Dress code, cell phone policies, threshold, attention getters, and other practices means students know what to expect and what is expected of them so that instruction can be the focus.
- The use of the LSAE model means that students will be met at their point of need, and that students' critical thinking and problem-solving abilities will be developed to higher levels. Students will be engaged in the classroom and learning constantly using MRS strategies.
- Faculty and staff will use data tracking from MAP and other district and class common assessments to make sure that students are progressing and to target students for additional intervention.

Indicators of Success:

- By the beginning of the school year, 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 core teachers will demonstrate consistent implementation of classroom routines and instructional procedures during spot observations consistent with Proficient I. This percentage will increase to 75% by May 15, 2024.
- Assistant Principals and Specialists working with English and Math content areas will attend NES curriculum training with teachers during the week of August 14-18, 2023.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- During twice-weekly PLC meetings, Leaders will support the implementation of NES English and Math curriculum by working to unpack and internalize lessons, offering at-bat feedback, ensuring a high-quality, aligned LO and DOL, and readiness to appropriately use LSAE materials.
- Administrators/appraisers will utilize the Spot Observation process to provide regular coaching, feedback and support on instruction and implementation of NES English and Math curriculums including LO/DOL, lessons, and LSAE materials.
- 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 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 English and Math BOY, MOY and EOY will increase at least .5 grade levels between each administration with EOY to show in excess of 1.25 grade level increase overall from BOY.

Specific Actions:

School leaders

Overall approach to instruction/environment

- 1. Identify and create Westbury Way modules with digital resources for teachers based on best practices using resources such as Get Better, Faster, Teach Like a Champion, and Lead 4Ward.
- 2. During August 2023 pre-service, present and model the use of Westbury Way skills throughout lesson cycle/instruction during preservice, provide template and time to create classroom procedures, and coach teachers on skills using at-bat process.
- 3. Conduct Spot Observations to provide in-class coaching and support and written feedback/next steps around consistent use of Westbury Way skills that support high-quality instruction.
- 4. During PLCs, leaders will assist teachers with planning for transitions, directions, and multiple response strategies and provide at-bats for CFUs and MRS (multiple response strategies) for activities aligned to the DOL.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

LSAE – curriculum implementation

- 1. Assistant Principals and Specialists working with English and Math content areas will attend NES curriculum training with teachers during the week of August 14-18, 2023.
- 2. During twice-weekly PLC meetings, Leaders will support the implementation of NES English and Math curriculum by working to unpack and internalize lessons, offering at-bat feedback, ensuring a high-quality, aligned LO and DOL, and readiness to appropriately use LSAE materials.
- 3. School leaders will use the Spot Observation process to provide regular coaching, feedback and support on instruction and implementation of NES English and Math curriculums including LO/DOL, lessons, and LSAE materials.

Utilizing Data to impact student learning:

- 1. During core-content PLCs, leaders will train teachers in using district data protocols during the first 6 weeks using 1st cycle DOLs, district/campus common assessments and BOY assessments as applicable.
- 2. During PLCs, leaders will train teachers to use OnTrack and other approved platforms construct aligned assessments and disaggregate data.
- 3. Leaders will provide ongoing PD to all PLCs on effective data practices, including disaggregating data, collecting real-time data, differentiated practice, and use of student trackers.
- 4. During PLCs, leaders will train teachers in core-content subjects to tier students for reteach/intervention within the 90-minute cycle, based on the LSAE model with identified NES English and Math classes fully implementing LSAE model.

School Staff

Overall approach to instruction/environment

1. Teachers will have digital timers posted for all activities throughout the lesson cycle.
2. Teachers will post and teach routines and procedures that will include entry, dismissal, cell phones, handling of materials, transitions, grading in the moment, student feedback and seating charts.
3. Teachers will post the LO/DOL daily, utilize the lesson planned in PLC, scripted CFUs and implement 1-2 MRS per lesson.
4. Participate actively and reflectively in Spot Observation process with campus leaders, responding proactively to coaching and feedback around daily instruction and implementation of Westbury Way strategies.

LSAE – curriculum implementation

1. All on-level English and Math teacher in identified content areas will attend NES curriculum training during the week of August 14-18, 2023.
2. During twice-weekly PLC meetings, teachers will work toward full implementation of NES English and Math curriculums by unpacking lessons, internalizing lessons using at-bats and other methods, utilizing LO and DOL to ensure all activities are aligned and assessed, and differentiating instruction based on DOL using LSAE materials.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

3. Participate actively and reflectively in Spot Observation process with campus leaders, responding proactively to coaching and feedback around implementation of NES curriculum and LSAE materials individually and as a PLC.

Utilizing Data to impact student learning:

1. Teachers will utilize the district data protocol to identify TEKS that need to be mastered to impact student success.
2. Teachers will be able to utilize OnTrack and other approved platforms, to disaggregate data to guide instruction. Data will be regularly posted in a meaningful way to support class instruction.
3. Teachers will utilize real-time data to plan for reteach/intervention in a 90-minute cycle based on data from DOLs and other assessment data.
4. Teachers will continuously use daily real-time data and student data trackers to assess student proficiency and progress.

Connection to District Plan: All students will receive ongoing high-quality instruction in all content areas. Students will be highly engaged and actively learning 95% of the time.

Key Action #3

Key Action for Discretionary Item:

Leadership Density: Strengthen the Leadership Density of Westbury High School using the Spot Observation process and coaching model.

Needs Assessment with Data and Rationale:

Staff turnover is an ongoing issue at Westbury High School. For the 2023-2024 school year, 17% of our faculty are new to Westbury. Developing teacher skills, retaining high quality instructors, and creating a consistent learning environment for our students dictates that coaching and spot observations are crucial. We expect student engagement to increase thanks to clear school-wide expectations and higher levels of engagement; teachers appreciate feedback and are eager to improve their instructional delivery. The Spot Observation process and coaching model provides that.

Goals and Priorities:

- Priority is for administrators to be in classrooms hourly, prioritizing instructional quality.
- Administrators will use the spot observation process and coaching model to give real-time feedback to teachers.
- Teachers will improve in utilizing the tools and techniques highlighted by the Spot Observation rubric.

Indicator of Success:

- 80% of teachers will have at least 8 scored Spot Observations by December 15, 2023; 95% of teachers will have at least 15 scored Spot Observations by May 15, 2024.
- 50% of teachers will average a score of Proficient I or higher by December 15, 2023; 80% of teachers will average a score of Proficient I or higher by May 15, 2024, as indicated on the Spot Observation tool.
- 95% of TTESS EOY will be completed by the deadline; and 70% will earn a score average of 3.25 or higher for Domains 2 & 3.

Specific Actions:

School leaders

1. Train all Appraisers & Teacher Specialists to use the Spot Observation Process, form and coaching methods to impact daily instruction.
2. Create and follow a Calibration Calendar for Appraisers and content Teacher Specialists for first 6 weeks of school to norm on scoring Spot Observation Form.
3. Create and follow a Principal Calendar for Spot Observations to include Appraisers & content Teacher Specialists so at least 95% of teachers are observed; and debrief with each following the observations to calibrate and provide coaching support.
4. Participate in monthly Leader PLC led by Principal to review Spot Observation data and determine next steps. 5.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

5. Train all teachers in the Spot Observation Form process and appropriate skills to support the process including writing high-quality LO/DOL and multiple response strategies.

School Staff

1. Teachers will be able to utilize the district data protocol to identify TEKS that need to be mastered to impact student success.
2. Teachers will be able to utilize OnTrack and other approved platforms, to disaggregate data to guide instruction. Data will be regularly posted in a meaningful way to support class instruction.
3. Teachers will utilize real-time data to plan for reteach/intervention in a 90-minute cycle based on data from DOLs and other assessment data.
4. Teachers will continuously use daily real-time data and student data trackers to assess student proficiency and progress.

Connection to District Plan:

HISD has an expressed commitment to expanding leadership density, which will lead to higher educational achievement. The coaching provided will give teachers real-time improvement and immediately impact instructional delivery.

Key Action #4

Key Action for Discretionary Item:

Increase the CCMR for the class of 2024 to at least 75% through improved AP scores, increased On Ramps participation, TSI preparation, SAT pass rates (with a particular focus on math), increased industry certification testing opportunities and closer monitoring of the graduation codes for students receiving Special Education services to ensure students meet CCMR.

Needs Assessment with Data and Rationale:

Westbury employs a multi-pronged approach to maximizing the number of students who qualify for a CCMR point. We offer six CTE pathways (Auto Tech, Business, Engineering, Firefighter, Health Science, and Web Design). All pathways should offer industry certifications; but these opportunities need to be further expanded to prepare students for the workforce and meet CCMR.

The percentage of students from the class of 2023 that met college readiness benchmarks through the SAT was 27% for EBRW and 6% for Math (5% of 2023 cohort students met both benchmarks). In 2022-2023, Westbury offered Dual Credit English through HCC and one UT On Ramps Dual Credit course for Geosciences, giving 75 students the opportunity to earn college credit. In addition, we offered College Prep English and Math, which 12% of 2023 seniors received a CCMR point from passing college prep. However, College Prep English and Math have been discontinued for 2023-2024 which presents a challenge to make up those points through other means.

Finally, the number of students who passed an AP exam in the class of 2023 was 85 of 800 tests given or 11% scoring 3, 4 or 5. Increasing our pass rates will greatly impact CCMR and our students' likelihood of success in college.

Goals and Priorities:

- Developing more rigorous TSI preparation and frequent testing opportunities; utilizing Texas Bridge and advocacy periods and targeted classes to prepare students adequately to pass the exams. All students will have tested both sections of the TSI by March 2024. Additional re-testing will occur throughout the school year.
- Ensuring that all CTE students have at least one industry certification by graduation and achieve required concentrator or completer status no later than Senior year and within Junior year where possible.
- Ensuring that at least 15% of graduating students graduate with college credit, either through passing an AP exam or successfully completing an On Ramps or Dual Credit class.
- Deploying Khan Academy practice in Advocacy and AVID classrooms to increase PSAT and SAT school day scores, ensuring that students are college ready academically with at least 20% of the class of 2025 scoring at least a 1010 on Spring 2024 SAT.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- Closely monitor scheduling and success of self-contained and co-teach students to make sure that students are receiving workforce training and that eligible students qualify for a CCMR with at least 75% of co-teach students earning graduation code 34 with endorsement; and 25% of self-contained graduates earning a code of 54 or 55 which qualifies for CCMR.

Indicator of Success:

- Increase in the CCMR percentage to at least 75% for class of 2024 and beyond.
- Increase in School Day SAT means (class of 2025 vs the Class of 2024) which will be given in March 2024 so that at least 20% score at least 1010 combined.
- OnRamps and Dual Credit completion and AP scores will increase with at least 15% of class of 2024 and beyond earning college credit toward CCMR credit.
- Monthly monitoring and updating of the CCMR tracker with updates to all staff and administrators to include both points earned and points possible to be earned. At the start of the 2023-2024 school year, the CCMR tracker shows that 35% of the class of 2024 have qualified for a CCMR point to date.
- Track and increase the number of students for the Class of 2024 and beyond who reach required concentrator or completer status as applicable while earning an approved industry-based certification.

Specific Actions:

School leaders

- Implement Texas Bridge school-wide to adequately prepare students to succeed on the TSI. Monitor Texas Bridge usage.
- Add OnRamps Physics and College Algebra, increasing the number of UT On Ramps sections from one to nine, and the number of students enrolled in OnRamps from 25 to 225. There are also two sections of Dual Credit English (1301 and 1302).
- Create CTE Certification calendar and monitor implementation to make sure that students are testing for and receiving industry certifications.
- Educate staff about the requirements for self-contained and co-teach SPED students to receive a CCMR point.
- Monitor Khan Academy usage to make sure that students are regularly practicing the SAT.

School Staff

- Support senior students as they work on Texas Bridge (TSI prep)
- Monitor use of Khan Academy by Juniors in Advocacy to prepare for the School Day SAT and the PSAT.
- Receive training on OnRamps and be prepared to support students to pass their college-level classes.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.

- CTE staff must have a plan to make sure that students are prepared for their industry certifications, and they offer multiple testing opportunities.
- AP teachers will utilize impactful strategies to adequately prep students for AP exams.
- Registrar will ensure that graduating students are coded properly.

Connection to District Plan:

Westbury graduates will be prepared for 2035 competencies and graduate college and/or career ready.

The attached rubrics can be used as guides to reach the Advanced Level for each indicator of the Action Plan.