

Houston Independent School District

099 West Briar Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

West Briar Middle School exists to create a dynamic learning environment with high expectations that challenge and support all students. We provide guidance and support to ensure individual success.

Vision

West Briar will be a high performing campus that is a source of pride for the district and the community. Students will grow, learn, and be proud to be a student at West Briar. Parents will be happy to have their child at West Briar. Teachers will take pride in the relationships they've formed, the learning they've led, and the positive, well-rounded citizens they've helped create.

Core Beliefs

West Briar teachers and staff help all students excel and grow through positive relationships, engaging work, and strong instructional practices.

Students will learn through academic dialogue by explaining their thinking, writing about their experiences, and reading about their world.

Campus Motto

#Grizzly Values: Integrity; Respect; Perserverance

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2021

Demographics

Demographics Summary

West Briar is a comprehensive, premier middle school located in West Houston serving students in grades 6 through 8. West Briar offers a rigorous curriculum taught by highly qualified teachers who meet individual academic and social needs in a safe environment as well as a variety of extra-curricular programs. West Briar represents a diverse student population of approximately 1,131 students composed of 38% Hispanic, 17% White, 34% African American, and 8% Asian students. The majority of West Briar students live within our attendance zone, however there is a growing number of students seeking transfers who are zoned to the closest HISD middle schools. Student special programs include gifted and talented (25%), English Language Learners (18%), Section 504 (7%), and Special Education (7%). West Briar is a school-wide Title I campus with 65% economically disadvantaged and 51% of the student body is identified as At-Risk. Within our special education program, we have a Special Ed- Trek (Transition Readiness Essential Knowledge) program for Autistic students, Skills for Learning and Living (SLL) and Preparing Students for Independence (PSI).

West Briar's attendance rate for 2020-2021 (88.9%) suffered as a result of the hybrid learning environment offered. This was an 8% decrease from the 2019-2020 school year, however the average attendance rate for previous years is 96% or higher.

Demographics Strengths

West Briar's diversity in both ethnicity and socio-economic backgrounds is seen as a huge strength in our learning community. Teachers practice, model, and celebrate inclusive classroom practices and respect for cultural diversity. In addition, we serve a large population of Gifted & Talented learners as they follow a GT Vanguard schedule for all core classes. West Briar challenges our high performers with HISD Advanced courses, Geometry and advanced level Math courses, as well as Spanish I and Art I for High School credit.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%). **Root Cause:** COVID 19-interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.

Problem of Practice 2 (Prioritized): Campus-wide, teachers have not been consistently documenting student accommodations nor have they been consistently progress monitoring. West Briar owes students compensatory time because of this lack of compliance to Special Education laws. **Root Cause:** Both general education and special education staff have not been adequately monitored or trained to comply with IDEA, Special Ed, or Section 504.

Problem of Practice 3 (Prioritized): African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 099 West Briar Middle School
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65 ISS & 67 OSS). **Root Cause:** West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.

Problem of Practice 4 (Prioritized): African American and Hispanic students underperform on both Reading (AA-75%; Hisp- 80%) and Math (AA-77%; Hisp-84%) in comparison to White (Read- 96%; Math- 96%) on overall % Approaching Grade Level Standard percentages for both groups have been dropping each school year. **Root Cause:** Teachers struggle to adequately address learning gaps or identifying a need for interventions with African American or Hispanic students on all diagnostic and common assessments throughout the school year.

Student Learning

Student Learning Summary

West Briar has typically been a STAAR high-performing campus across content areas and accountability measures. Due to the COVID-19 pandemic, no STAAR test was given during the 2019-2020 school year. However, the last school year that all students tested- in 2019, West Briar earned an "A" Overall rating, a "B" for Student Achievement, an "A" for School Progress, and an "A" for the Closing the Gaps domain. That same year (2019) West Briar earned all Academic Distinctions except for Mathematics (Comparative Closing the Gaps, Post secondary Readiness, Comparative Academic Growth, Social Studies, and Science).

During the past 2020-2021 school year, the TEA did not award campus accountability ratings or distinction designations. The majority of West Briar students learned virtually during this school year, which resulted in a drop of STAAR participation (57%- All tests). (2018-2019 STAAR Participation- All tests- 100%.) In 2021, for ELA/Reading- 72% met Approaches GL Standard or Above and 46% met Meets GL Standard or Above, and 23% met Masters GL Standard. For Math, 65% met Approaches GL Standard and 37% met Meets GL Standard or Above, and 18% met Masters GL Standard. For Science, 77% met Approaches GL Standard and 55% met Meets GL Standard, and 31% met Masters GL Standard. For Social Studies, 62% met Approaches GL Standard and 25% met Meets GL Standard, and 7% met Masters GL Standard. For Algebra I (EOC) 90% met Approaches GL Standard, 58% met Meets GL Standard, and 32% met Masters GL Standard.

- STAAR Demographic Breakdown- Since the 2018 STAAR testing year, African American and Hispanic students have dropped significant percentage points in Approaching GL Standard in both STAAR Reading and STAAR Math: (8 Math- AA- 5% pts; Hisp- 6% pts) (7 Read- AA- 6% pts; Hisp- 4% pts & 6 Read- AA- 8% pts)
 - 8 Social Studies & 8 Science- % Approaching and Meeting Grade Level Standard for both AA & Hispanic- performance grows by 5% pts.
- STAAR Performance- Special Populations- Special Education students have also dropped significantly in both Approaching GL Standard & Meets Grade Level Standard: Math- 3% Pts; Rea- 10% pts)

Of the 25 students who took the AP Spanish Language & Culture test, 84% scored a 3 or better.

Since approximately 40% of West Briar students did not take a STAAR test in the last school year, this 2021-2022 school year will begin with diagnostic testing. Our Accelerated Learning Report indicates 38% of our sixth grade students, about 30% of our seventh grade students, and approximately 80% of our eighth grade students will need learning acceleration for either Math, Reading, or both due to learning loss from the COVID-19 pandemic. However, these percentages will decrease after students who did not take STAAR last school year take the TEA-BOY test and data is analyzed.

Student Learning Strengths

West Briar students have made progress from the 2018 to the 2019 school year in 7th and 8th grade ELA/Reading (7th- 79 to 81 & 8th- 79 to 83) and in 6th and 7th grade Math (6th- 59 to 67 & 7th- 59 to 61). When campus Designated Distinctions were given and campuses were rated in Accountability, West Briar has earned an A rating and all but one Designated Distinction.

In 2021, West Briar met it's Closing the Gaps target percentage for ELA/Reading with 46% students meeting GL Standard or Above. ELL students taking TELPAS met the English Language Proficiency Status Target with 69% of students earning the TELPAS Progress measure. Other Closing the Gaps Targets met- Economically Disadvantaged students- 35% Met GL Standard; EL (current & monitored)- 36% Met GL Standard or Above; Hispanic students- 48% Met GL Standard or Above.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): African American and Hispanic students underperform on both Reading (AA-75%; Hisp- 80%) and Math (AA-77%; Hisp-84%) in

comparison to White (Read- 96%; Math- 96%) on overall % Approaching Grade Level Standard percentages for both groups have been dropping each school year. **Root Cause:** Teachers struggle to adequately address learning gaps or identifying a need for interventions with African American or Hispanic students on all diagnostic and common assessments throughout the school year.

Problem of Practice 2 (Prioritized): Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). **Root Cause:** Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Problem of Practice 4 (Prioritized): Campus-wide, teachers have not been consistently documenting student accommodations nor have they been consistently progress monitoring. West Briar owes students compensatory time because of this lack of compliance to Special Education laws. **Root Cause:** Both general education and special education staff have not been adequately monitored or trained to comply with IDEA, Special Ed, or Section 504.

Problem of Practice 5 (Prioritized): Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%). **Root Cause:** COVID 19-interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.

School Processes & Programs

School Processes & Programs Summary

West Briar houses multiple school programs and corresponding staff members: Athletics (4 PE coaches and corresponding UIL Athletics Teams), Fine Arts (Art (2 teachers), Theater Arts, Choir and Band that all participate in UIL competitions. Our Band program includes one Band director/teacher and one Orchestra teacher and Westside HS band teachers come over for two periods a day to assist in building a successful community program. Performing Arts teachers includes 2 dance teachers that offer performance-based dance and a hip-hop group that feeds into the Westside HS program. Academically, West Briar offers a Robotics program that includes a maker station to foster creativity and problem-solving. Our campus Librarian runs this Robotics club, but also teaches ELA lessons each grading period to all grade levels.

To offer intervention for at-risk students, two full-time intervention teachers offer Math and Reading as well as teaches our Dyslexia students with the Reading by Design program. West Briar has a full-time Social Worker who focuses on student's social-emotional needs and a full-time HISD Wraparound Specialist to help our students and families with a variety of community resources. One full-time Teacher Specialist facilitates PLC data meetings, serves as the Intervention Assistance Team (IAT) Liaison and testing coordinator. This staff member also coordinates with our Campus Technologist as we secured laptops for all students who need technology assistance. Students adhere to the West Briar Technology Laptop Agreement and teachers infuse HUB assignments and technology throughout instructional content.

Finally, West Briar's students are housed based on grade level and are assigned a Dean who serves as both counselor and administrator to guide students through their middle school years. The student to Dean ratio is incredibly important as approximately 250 students are assigned to 1 Dean so that Deans build positive relationships with students and are able to best serve their families. One Dean is assigned to Special Education students only and appraises our special education staff members to effectively write and maintain IEP's and ARD meetings. The campus administrative team includes Deans, Principal, and Teacher Specialist who appraise all campus staff members using TADS and NTAS. Deans also serve as Department liasons who attend both department and PLC meetings addressing content scope and sequence and instructional collaboration. The campus administrative team has outlined roles and responsibilities are cross-trained to ensure all campus programs and processes are effective.

School Processes & Programs Strengths

Returning to in-person instruction this school year will also highlight the return of UIL competitions for Athletics and Fine Arts (Choir, Band, Theater). West Briar hosts the district's UIL Theater Arts competitions in our auditorium. West Briar's Fine Arts and Athletics students participate and perform in a variety of extracurricular activities that enhance student's overall well-being and confidence as middle school students.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). **Root Cause:** West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.

Problem of Practice 2 (Prioritized): Campus-wide, teachers have not been consistently documenting student accommodations nor have they been consistently progress monitoring. West Briar owes students compensatory time because of this lack of compliance to Special Education laws. **Root Cause:** Both general education and special education staff have not been adequately monitored or trained to comply with IDEA, Special Ed, or Section 504.

Problem of Practice 3 (Prioritized): Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). **Root Cause:** Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Perceptions

Perceptions Summary

Though West Briar's attendance rate declined during the 2020-2021 school year due to a hybrid learning environment, specific attendance rates for African American and Two or More Races have the lowest attendance rate among race/ethnicity groups. Students in Special Education also have a lower attendance rate (19-20- 96.1%; 20-21- 85.7%) than other special populations. Overall student attendance rate had increased from the 18-19 (96.09%) to the 19-20 (97.27%) school years. Staff attendance rates decreased substantially during the 2020-2021 school year due to the COVID-19 pandemic, however is not a campus-wide issue during regular school years.

West Briar engages all campus stakeholders in quality, engaging education that challenges students to do their best. The West Briar PTO is very active in supporting the campus as it maintains the school spirit store where students purchase their uniform tops and other school spirit items. Many staff members have remained at West Briar since the school opened in 2002 as it's culture is both positive and supportive of professional growth. Located within Houston's "energy corridor," many families transition from the feeder campus- Bush Elementary- to West Briar MS. West Briar is a sought-after middle school in the Houston ISD as enrollment is steadily growing even following the loss of learning from COVID-19. However, there has been a slow decline in community confidence in West Briar and as such, parent/community survey data indicates that both consistency and high expectations are lacking in their opinions. Staff turnover is generally low, however this school year has been particularly difficult to recruit highly-qualified teachers due to a district-wide teacher shortage.

Perceptions Strengths

West Briar is a Platinum-Certified Family Friendly school for the third year in a row as it has proven its dedication and commitment to working with families towards a common goal: achieving student academic success. Its PTO is regularly on-campus helping with teacher luncheons, selling school spirit-ware, and supporting teacher and campus projects such as library beautification.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parent Survey data reports a lack of professionalism by teachers and many parents seek out private schools after Elementary school rather than continue onto West Briar MS. **Root Cause:** Teacher PLC's and staff culture must maintain consistency and promote both rigor and student engagement.

Priority Problems of Practice

Problem of Practice 1: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%).

Root Cause 1: COVID 19-interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.

Problem of Practice 1 Areas: Demographics - Student Learning

Problem of Practice 2: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS).

Root Cause 2: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.

Problem of Practice 2 Areas: Demographics - School Processes & Programs

Problem of Practice 3: African American and Hispanic students underperform on both Reading (AA-75%; Hisp- 80%) and Math (AA-77%; Hisp-84%) in comparison to White (Read- 96%; Math- 96%) on overall % Approaching Grade Level Standard percentages for both groups have been dropping each school year.

Root Cause 3: Teachers struggle to adequately address learning gaps or identifying a need for interventions with African American or Hispanic students on all diagnostic and common assessments throughout the school year.

Problem of Practice 3 Areas: Demographics - Student Learning

Problem of Practice 4: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019).

Root Cause 4: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Problem of Practice 4 Areas: Student Learning - School Processes & Programs

Problem of Practice 5: Campus-wide, teachers have not been consistently documenting student accommodations nor have they been consistently progress monitoring. West Briar owes students compensatory time because of this lack of compliance to Special Education laws.

Root Cause 5: Both general education and special education staff have not been adequately monitored or trained to comply with IDEA, Special Ed, or Section 504.

Problem of Practice 5 Areas: Demographics - Student Learning - School Processes & Programs

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- 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

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

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: Increase the number of students Approaching Grade-Level standard or above for all students in ELAR by at least 5%. (6th gr will increase from 65% to 70%; 7th grade will increase 73% to 78%; 8th grade will increase 68% to 73%).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase the number of Special Education students meeting Approaching Grade-Level standard in ELAR by 5%. Evaluation Data Sources: TEA- BOY Assessment; Renaissance 360 Assessments; Common Assessments.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Continuous student progress monitoring based on student assessment data (Ren 360, Common Assessments).

Strategy's Expected Result/Impact: Teachers tracking student's data and student's accommodations in Power School and in student's IEP documents.

Staff Responsible for Monitoring: Special education and General education teachers; Teacher Specialist; Special Education Dean

Action Steps: Co-teacher inclusion model for our special education students that involves co-teachers attending content PLC meetings to discuss instruction and accommodations.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase the number of African American, Hispanic, and Economically Disadvantaged students meeting grade-level standard in ELAR by 5%. Evaluation Data Sources: On-Track; Renaissance 360; Common Assessments; DLR	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Effectively progress monitor student groups on all common assessments, Ren 360 assessments, and course failure data by discussing in PLC data meetings.

Strategy's Expected Result/Impact: Student progress on assessment data is encouraged and celebrated throughout the year. When trends are realized, interventions are put in place and/or adjustments are made.

Staff Responsible for Monitoring: Teachers; Teacher specialist; Appraisers

Action Steps: Teachers will meet regularly in PLC and with Teacher specialist to evaluate both formative and summative assessments and to identify effective instructional strategies based on student's academic needs.

Measurable Objective 2 Problems of Practice:

Demographics				
Problem of Practice 1: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%). Root Cause: COVID 19-interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.				
Student Learning				
Problem of Practice 5: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%). Root Cause: COVID 19-interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.				
Measurable Objective 3 Details			Reviews	
Measurable Objective 3: The number of All Students, in grades 6-8, will grow 5% pts in meeting Approaches Grade Level Standard in ELAR. Evaluation Data Sources: STAAR, TEA-BOY, On-Track, Renaissance 360, Common Assessments, DLR			Formative	Summative
			Nov	Jan
			Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Using assessment data in On-Track, A4E, and Ren 360 hold Data PLC meetings after each assessment and evaluate with Teacher Specialist to provide re-teaching and learning acceleration.

Strategy's Expected Result/Impact: Daily exit tickets, weekly lesson plans & walkthroughs reflect re-teaching/spiraling, and common assessment and DLR data show student growth/progress.

Staff Responsible for Monitoring: Teachers, Appraisers, and Teacher Specialist.

Action Steps: Data-driven instruction with focus on students that show content mastery to help increase achievement. On-going monitoring of student data to identify student knowledge and skills early so that there is an intentionality to the pacing and differentiation for those students.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Increase the percentage of all students performing at or above Meets Grade Level Standard for math by 5 percentage points (6th gr- 84% to 89%; 7th gr- 46% to 51%; 8th gr- 66% to 71%).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase achievement for student groups- African American (43% to 48%), Hispanic (58% to 63%), and Economically Disadvantaged 52% to 57%) in Math. Evaluation Data Sources: TEA-BOY; Common Assessments; Ren 360; STAAR; DLA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Data-driven instruction focusing on African American, Hispanic, and all students through regular PLC Data Meetings with Teacher Specialist.

Strategy's Expected Result/Impact: African American, Hispanic, and Economically Disadvantaged students will show progress all assessments.

Staff Responsible for Monitoring: Teachers, Teacher Specialists, Appraisers

Action Steps: Data protocol for all common assessments used in PLC Data meetings. Progress monitoring for all students using various data sources and instructional practices that differentiate based upon student needs.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 4: African American and Hispanic students underperform on both Reading (AA-75%; Hisp- 80%) and Math (AA-77%; Hisp-84%) in comparison to White (Read- 96%; Math- 96%) on overall % Approaching Grade Level Standard percentages for both groups have been dropping each school year. Root Cause: Teachers struggle to adequately address learning gaps or identifying a need for interventions with African American or Hispanic students on all diagnostic and common assessments throughout the school year.
Student Learning
Problem of Practice 1: African American and Hispanic students underperform on both Reading (AA-75%; Hisp- 80%) and Math (AA-77%; Hisp-84%) in comparison to White (Read- 96%; Math- 96%) on overall % Approaching Grade Level Standard percentages for both groups have been dropping each school year. Root Cause: Teachers struggle to adequately address learning gaps or identifying a need for interventions with African American or Hispanic students on all diagnostic and common assessments throughout the school year.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase achievement for Special Education students by 5 percentage points in Math. (Approaches GL Standard- 48% to 53% & Meets GL Standard- 27% to 32%). Evaluation Data Sources: TEA-BOY; Common Assessments; REN 360; DLA; STAAR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Both general education teachers and special education teachers progress monitor student's math progress per each student's IEP and accommodations.

Strategy's Expected Result/Impact: Special Education student's show progress on assessments and in IEP goals.





Staff Responsible for Monitoring: General Education and Special Education Teachers; Appraisers; Teacher Specialist

Action Steps: On-going monitoring of Ren 360 data, common assessments, and Imagine Math within inclusion Math classes and intervention Math classes. Consistent review and progress monitoring of student data that is reflected in student's IEP's and intervention/accelerated learning plans.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.
School Processes & Programs
Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase achievement for students meeting Masters Grade Level standard by 5% points in Math (6th gr- 32% to 37%; 7th gr-15% to 20%; 8th gr- 20% to 25%). Evaluation Data Sources: TEA-BOY; Common Assessments; Ren 360; DLA; STAAR; PSAT	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers utilizing data protocol to analyze all student assessment data to continuously address misconceptions and progress monitor according to TEKS.

Strategy's Expected Result/Impact: High performing math students will show progress on all Math assessments.

Staff Responsible for Monitoring: Teachers, Appraisers, Teacher Specialist

Action Steps: Teachers practice data-driven instruction by differentiating for students based upon PLC data meetings and analyzing student data. This also includes HISD Advanced teachers and teachers teaching advanced grade-level Math classes adjust scope and sequence pacing, if needed.

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: HB3 - All Students in grades 6-8 will complete My Personal Highway in My Naviance.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students in grades 6-8 will log into their My Naviance Account and complete their My Personal Highway. Evaluation Data Sources: Naviance Reports HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Students in grades 6-8 will access and log into their My Naviance Account through their Social Studies class.

Strategy's Expected Result/Impact: Students will begin their accounts in Naviance and begin exploring careers and interests.

Staff Responsible for Monitoring: Teachers; CTE Coordinator/Admin; Deans

Action Steps: Students will complete their My Personal Highway in Naviance

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: The percentage of students receiving Special Education services reading at or above grade level by the Meets Grade Level Standard (or above) on STAAR 6-8 Reading will increase 7 percentage points (12% to 19%).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers are able to show and progress monitor for student's IEP- Classroom & Testing Accommodations. Evaluation Data Sources: Students will have progress monitoring data printed from Power School for all grading periods that will be saved by Special Education teachers/case managers.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special Education teachers will share special education student interventions and strategies in PLC and department meetings.

Strategy's Expected Result/Impact: Teachers lesson plans, students grades demonstrate student progress towards course mastery and IEP goals.

Staff Responsible for Monitoring: Special Education Teachers; Special Education Dean, Principal, Teachers

Action Steps: TADS Appraiser walkthroughs document special education strategies and progress monitoring. TADS instructional strategies- interventions/differentiation highlighted in PLC meetings.

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.
School Processes & Programs
Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Special Education students will demonstrate 3 percentage point gain on all Reading assessments. Evaluation Data Sources: Common Assessments; Ren 360; DLA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will continuously progress monitor for special education students as well as utilize data protocols to evaluate common misconceptions and provide remediation/intervention, as needed.

Strategy's Expected Result/Impact: Student's course grades will reflect learning and teachers will monitor student's course grades each grading period.





Staff Responsible for Monitoring: General Education and Special Education teachers; Appraisers; Teacher Specialist

Action Steps: PLC's will include Special Education co-teachers during PLC Data meetings to monitor student progress and growth.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.
School Processes & Programs
Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Special Education teachers will adhere to a student's documented (per IEP) minutes of inclusion time and document 100% of the time. Evaluation Data Sources: Student's IEP and ARD documentation in Easy IEP is up-to-date and accurate.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Special Education Dean and Department Chair holds monthly Special Education Department meetings that highlight accuracy of IEP goals, progress monitoring, and inclusion minutes.

Strategy's Expected Result/Impact: Student's Special Education paperwork is up-to-date and general education and special education teachers follow the student's IEP accommodations and goals with fidelity.

Staff Responsible for Monitoring: Special Education Dean, Special Education Department Chair, Principal, Special Education Teachers, General Education Teachers

Action Steps: Additional support for new teachers or general education teachers that show a need. Support will come from other teachers that demonstrate proficiency in progress monitoring and/or supporting special education students.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.
School Processes & Programs
Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Board Goal 5: Additional Campus Goals

Goal 1: Increase student attendance by 5% points (90% to 95%) and accurately account for students participating in Temporary Online Learning (TOL).

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% accuracy of Temporary Online Learning (TOL) students who return to West Briar for in-person instruction. Evaluation Data Sources: Verifying attendance of TOL and in-person students with regular audits of both groups of students.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Continuous updates to Deans and the West Briar TOL team to refine best practices in TOL attendance protocols.

Strategy's Expected Result/Impact: Student's attendance is translated from the HUB- TOL Dashboard correctly to Power School to reflect 100% accuracy.

Staff Responsible for Monitoring: West Briar TOL Team- Attendance Clerk; TOL Admin; Principal; School Nurse; SIR

Action Steps: Continuous training from the district and updating campus TOL attendance protocols.

Title I Schoolwide Elements: 2.5, 3.1

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase student attendance by 5% for students attending in-person. Evaluation Data Sources: Power School attendance reports run by grading period.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide student attendance incentives to promote daily attendance and engagement in learning.

Strategy's Expected Result/Impact: Power School attendance reports will reflect an increase in student attendance.

Staff Responsible for Monitoring: Principal, Deans, Attendance Clerk; SIR

Action Steps: Deans will promote and celebrate student attendance by grade-level/house and the Principal will celebrate at the end of each grading cycle.

Title I Schoolwide Elements: 2.5, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: West Briar will adhere to all Ready-Set-Go COVID-19 campus protocols including one-way hallways, essential visitors, seating arrangements, and masks throughout the building in order to reduce the amount of absences due to illness. Evaluation Data Sources: Power School attendance reports; Contact-Tracing/COVID notifications	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Continuous reminders and notifications sent to the West Briar community and for students about safety protocols per the Ready-Set-Go 2021 Plan.

Strategy's Expected Result/Impact: Reduction in absences due to illness and increase in student's daily attendance.

Staff Responsible for Monitoring: Principal, Deans, Attendance Clerk; Nurse; SIR

Action Steps: Continued supervision of all campus protocols including One-Way Hallways and masks by teachers, staff, and administrators.

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: Increase the number of Special Education students meeting Approaching Grade-Level standard in ELAR by 5%. Evaluation Data Sources: TEA- BOY Assessment; Renaissance 360 Assessments; Common Assessments.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Continuous student progress monitoring based on student assessment data (Ren 360, Common Assessments).

Strategy's Expected Result/Impact: Teachers tracking student's data and student's accommodations in Power School and in student's IEP documents.

Staff Responsible for Monitoring: Special education and General education teachers; Teacher Specialist; Special Education Dean

Action Steps: Co-teacher inclusion model for our special education students that involves co-teachers attending content PLC meetings to discuss instruction and accommodations.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: Increase the number of African American, Hispanic, and Economically Disadvantaged students meeting grade-level standard in ELAR by 5%. Evaluation Data Sources: On-Track; Renaissance 360; Common Assessments; DLR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Effectively progress monitor student groups on all common assessments, Ren 360 assessments, and course failure data by discussing in PLC data meetings.





Strategy's Expected Result/Impact: Student progress on assessment data is encouraged and celebrated throughout the year. When trends are realized, interventions are put in place and/or adjustments are made.

Staff Responsible for Monitoring: Teachers; Teacher specialist; Appraisers

Action Steps: Teachers will meet regularly in PLC and with Teacher specialist to evaluate both formative and summative assessments and to identify effective instructional strategies based on student's academic needs.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 5 Problems of Practice:

Demographics				
Problem of Practice 1: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%). Root Cause: COVID 19- interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.				
Student Learning				
Problem of Practice 5: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019 & 2020- 1%). Root Cause: COVID 19- interruptions to the 2019-2020 & 2020-2021 school years as well as loss of learning during this time period. Also, no certified ESL teacher was hired for the 2020-2021 school year leaving an associate, uncertified teacher teaching all ESL classes.				
Measurable Objective 6 Details			Reviews	
Measurable Objective 6: The number of All Students, in grades 6-8, will grow 5% pts in meeting Approaches Grade Level Standard in ELAR. Evaluation Data Sources: STAAR, TEA-BOY, On-Track, Renaissance 360, Common Assessments, DLR			Formative	Summative
			Nov	Jan
			Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Using assessment data in On-Track, A4E, and Ren 360 hold Data PLC meetings after each assessment and evaluate with Teacher Specialist to provide re-teaching and learning acceleration.

Strategy's Expected Result/Impact: Daily exit tickets, weekly lesson plans & walkthroughs reflect re-teaching/spiraling, and common assessment and DLR data show student growth/progress.

Staff Responsible for Monitoring: Teachers, Appraisers, and Teacher Specialist.

Action Steps: Data-driven instruction with focus on students that show content mastery to help increase achievement. On-going monitoring of student data to identify student knowledge and skills early so that there is an intentionality to the pacing and differentiation for those students.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 5: Additional Campus Goals

Goal 2: Reduction in suspensions (ISS and OSS) for African American students and students in Special Education by a minimum of 20 incidents (ISS and OSS).

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: Decrease the number of African American students placed in In-School Suspension or Out-of-School Suspension by 10.

Evaluation Data Sources: Power School Discipline data each cycle.

Strategy 1: Post and re-visit clear and consistent systems for school-wide behavior expectations using CHAMPS and PBIS strategies.

Strategy's Expected Result/Impact: All students will benefit from consistent and clear school-wide expectations for hallways (across grade-level) cafeteria, and other school-wide locations.

Staff Responsible for Monitoring: Principal, Deans, Teachers, Staff

Action Steps: Explanation of CHAMPS school-wide expectations at BOY, MOY, and at semester and as needed, based upon need. (Campus presentations, video, and 21-22 student handbook)

Title I Schoolwide Elements: 2.5

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 3: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). Root Cause: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.
School Processes & Programs
Problem of Practice 1: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). Root Cause: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: Ensure campus administrators and teachers adhere to a clear system of supports (social contracts, referral flow-chart, restorative circle, medications) are in place before making decisions about ISS or OSS.

Evaluation Data Sources: Power School discipline data each cycle; Teacher referrals

Strategy 1: Campus administrators follow decision-making flow-chart for all teacher referrals that includes student behavior contracts, social contracts, mediations, and restorative practices.

Strategy's Expected Result/Impact: Reduction in ISS and OSS assignments as well as a reduction in recidivism rates.





Staff Responsible for Monitoring: Principal, Deans, Social Worker

Action Steps: Campus administrators issue consequences only after fully investigating an incident and researching creative and/or restorative discipline alternatives.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). Root Cause: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.
School Processes & Programs
Problem of Practice 1: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). Root Cause: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Add social-emotional support for students inside and outside of the classroom to help student's build social skills and increase their knowledge of campus and district supports available. Evaluation Data Sources: Power School discipline data; Teacher discipline referrals; Wraparound Specialist referrals; Social Worker referrals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Small group (lunch bunch) activities as peer group interactions to help students build social skills and teachers implement daily SEL activities to encourage healthy relationships.

Strategy's Expected Result/Impact: Reduction in student conflict and increase student's positive social interactions.

Staff Responsible for Monitoring: Social Worker; Teachers; Staff

Action Steps: Teachers and Deans make referrals to the Social Worker for small group SEL groups.

Title I Schoolwide Elements: 2.4, 2.5

Strategy 2: Social-emotional component added to parent newsletters, coffee talks, and parent engagement meetings.

Strategy's Expected Result/Impact: Parents will gain additional SEL tips and strategies to support students at home and away from school.

Staff Responsible for Monitoring: Social Worker, Principal, Deans, Wraparound Specialist

Action Steps: -SEL Corner added monthly to Parent Newsletter
-SEL agenda items added to FACE & Title I Meetings

Title I Schoolwide Elements: 3.2

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 3: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). Root Cause: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.
School Processes & Programs
Problem of Practice 1: African American students have significantly more ISS (19-20- 199) and OSS (19-20- 112) assignments then other student groups (19-20- 65 ISS & 67 OSS). Root Cause: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences focusing on restoring harm.

Board Goal 5: Additional Campus Goals

Goal 3: There will be a reduction in social media and bullying incidents including cyberbullying, shaming, or group bullying by a minimum of 20 incidents.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students will utilize the See Something/Say Something reporting system and all reports will be follow-up on with appropriate intervention.

Strategy's Expected Result/Impact: Reduction in bullying incidents requiring consequence and students see that reports are followed-up on.

Staff Responsible for Monitoring: Principal; Deans; Social Worker

Action Steps: Students will be fully trained on See Something/Say Something protocols and are familiar with using the app.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Educational resources shared with teachers, students, and parents regarding social media and digital citizenship.

Strategy's Expected Result/Impact: Students and families know where to turn as they navigate digital footprints and choices online.

Staff Responsible for Monitoring: Principal; Deans; Social Worker; Teachers

Action Steps: Campus Newsletter highlights digital citizenship resources & tips for parents
Students and families sign the HISD Acceptable Use Policy

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Houston Crime Stoppers presents on the dangers of cyberbullying, online behavior, and David's Law (bullying).

Strategy's Expected Result/Impact: Students understand emotional and physical consequences for bullying.

Staff Responsible for Monitoring: Principal, Deans, Social Worker, Teachers

Action Steps: Houston Crime Stoppers resources posted on website as well as included in weekly campus Newsletter
Student assemblies and class presentations.

#GrizzlyValues and #BeKind Campaign through Social Media and on campus.

Title I Schoolwide Elements: 2.5

Board Goal 5: Additional Campus Goals

Goal 4: Co-teach Special Education teachers will follow an inclusion model of instruction through Math, ELA, Science, and Social Studies classrooms and adhere to student's IEP's 100% of the year.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Special Education teachers plan and collaborate with general education teachers in weekly PLC meetings. Evaluation Data Sources: PLC Meeting Agendas; Special Education student IEPs; Special Education student data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special Education teachers share Special Education interventions and accommodation strategies during PLC meetings- once a month.

Strategy's Expected Result/Impact: General Education and Special Education teachers will share best practices to promote student progress.

Staff Responsible for Monitoring: General Education and Special Education Teachers; Appraisers; Special Education Dean & Department Chair

Action Steps: Special Education strategies discussed during TADS conferences.
Special Education strategies discussed in Faculty Meetings.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.
School Processes & Programs
Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Student's Individualized Education Plans (IEP's) and student progress monitoring towards IEP goals are kept up-to-date and continuously monitored. Evaluation Data Sources: Easy-IEP data; Power School Student's Progress Monitoring; Student's assessment data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Continual review of student's assessment data to monitor progress and growth.

Strategy's Expected Result/Impact: Special Education students will show growth on IEP goals.





Staff Responsible for Monitoring: Special Education (Case Managers) and General Education Teachers; Special Education Dean; Special Education Department Chair; Appraisers

Action Steps: Continual review of student assessment data to monitor progress and growth in On-Track; Ren 360; A4E.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Problems of Practice:

Student Learning	
Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.	
School Processes & Programs	
Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). Root Cause: Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.	

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Teachers ensure that all special education student's IEP's and Accommodations are followed in classroom instruction and on classroom assessments. Evaluation Data Sources: Power School Accommodations notes and Progress Monitoring; Special Education Co-teacher Inclusion Documentation; ARD Meeting documentation	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Special Education staff present to PLC's about classroom accommodations and specially-designed instruction (SDI) and offer support, as needed.

Strategy's Expected Result/Impact: Teachers understand or ask questions about Specially-Designed Instruction; PLC's discuss SDI and student interventions; Special Education students show progress on IEP goals and benchmarks.

Staff Responsible for Monitoring: Teachers; Special Education Dean; Appraisers

Action Steps: Faculty Meeting presentations and staff development on SDI
SDI Resources shared and discussed with staff

Title I Schoolwide Elements: 2.4, 2.6

Measurable Objective 3 Problems of Practice:

Student Learning

Problem of Practice 2: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). **Root Cause:** Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.





School Processes & Programs

Problem of Practice 3: Special Education students STAAR performance (Approaching GL Standard & Meets GL Standard) in both Reading and Math (all tests), has significantly dropped in the last four school years (Ex: Math- Approaches GL Standard- Dropped 17% points from 2018-2019). **Root Cause:** Campus-wide misunderstanding of following student's IEP accommodations as well as how to monitor student's progress towards IEP goals.

Board Goal 5: Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: Administrators will conduct bi-weekly check-ins with teachers and teachers will demonstrate, model, or show documented strategies for EL students, Dyslexia students, IAT students, and GT students that demonstrate individual supports for student learning.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers are able to discuss and document student's accommodations, interventions and/or instructional strategies based on student data. Evaluation Data Sources: Teacher Lesson Plans; Power School or Easy IEP Progress Monitoring; IEP Accommodations/Progress Monitoring; PLC Data Protocols/Agendas	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers show and discuss student interventions and progress monitoring in PLC meetings and TADS conferences.

Strategy's Expected Result/Impact: Teachers regularly discuss and collaborate with one another and with appraisers regarding student's accommodations, interventions, and learning plans.

Staff Responsible for Monitoring: Teachers, Appraisers, Department Chairs, Teacher Specialist

Action Steps: Specific time dedicated in PLC Meetings and TADS conferences for teachers to show student's documentation. Teachers track progress on formative and summative assessments based on TEKS/Objectives taught.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math





Board Goal 5: Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students in PE/Athletics in grades 6-8 will participate in health and physical activities, focusing on nutrition services and parental involvement. Evaluation Data Sources: PE/Athletics Teachers Lesson Plans; PLC Planning Documents	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: Additional Campus Goals

Goal 8: OTHER UNMET (Science, Social Studies)

Increase achievement for all students in Meets Grade Level Standard in Science and Social Studies by at least 3% (Science- 58% to 61% & Social Studies- 61% to 64%).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase achievement for African American and Hispanic students in Meets Grade Level Standard in Science/Social Studies by 3%. Evaluation Data Sources: TEA-BOY; Common Assessments; DLA; STAAR Released	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Data-driven instruction focusing on African American and Hispanic students in PLC meetings.

Strategy's Expected Result/Impact: Both African American and Hispanic student groups will make progress on campus assessments in Science and Social Studies.

Staff Responsible for Monitoring: Teachers, Appraisers, Department Chairs, Teacher Specialist

Action Steps: On-going monitoring of student data and instructional practices for all teachers. Teachers will regularly look at student data after both formative and summative assessments to identify instructional strategies that will be support students based on their academic needs.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase achievement for Special Education students in Meets Grade Level Standard by 3% in Science and Social Studies. Evaluation Data Sources: TEA-BOY; Common Assessments; DLA; STAAR Released	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Continuous progress monitoring for Special Education students in both Science and Social Studies PLC and ARD meetings.

Strategy's Expected Result/Impact: Special Education students will show growth in both Science and Social Studies and teachers will share and collaborate on best practices.

Staff Responsible for Monitoring: General Education and Special Education Teachers, Appraisers; Special Education Dean and Department Chairs

Action Steps: Targeted interventions and Accelerated Learning that supports student needs based upon both formative and summative Science and Social Studies data. Regular Progress monitoring by both general education and special education teachers to review student needs. PLC data conversations and collaboration on student data in regular meetings.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Science and Social Studies teachers will utilize cooperative learning and project-based learning to engage students of all academic levels and abilities. Evaluation Data Sources: Teacher lesson plans; PLC Agendas; Daily Exit Tickets/CFU's; Instructional Walkthroughs	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Science teachers will utilize Kagan cooperative learning strategies or interactive Science labs within their weekly lesson plans to encourage and foster language acquisition as well as increase student engagement.

Strategy's Expected Result/Impact: Student engagement will increase in all Science classes and thus, increase achievement.

Staff Responsible for Monitoring: Teachers; Appraisers; Teacher Specialist

Action Steps: Teacher Specialist and Department Chair demos cooperative learning or Science lab strategies in PLC meetings.
Science lab activities planned out for each cycle to ensure student engagement.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2: Social Studies teachers will implement one Project-Based Learning activity for each grading cycle.

Strategy's Expected Result/Impact: Student engagement will increase in Social Studies classes and thus student achievement will increase.

Staff Responsible for Monitoring: Teacher; Appraisers; Department Chair

Action Steps: Lead Social Studies teacher will demo Project-Based Learning activity for the entire PLC.
Social Studies teachers will collaborate and share PBL Resources.
PBL Strategies will be discussed in monthly Social Studies Department Meetings.

TEA Priorities: Recruit, support, retain teachers and principals

State Compensatory

Budget for 099 West Briar Middle School

Total SCE Funds: \$86,660.30

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Reading Intervention Teacher- teaches intervention class to supplement reading instruction to students in grades 6-8 who have not met grade level standard in Reading. ESL Teacher- We've added an additional ESL teacher to help impact our long-term LEP students who we're setting individualized goals to exit the ESL program and meet grade-level standard in English/Language Arts.

Personnel for 099 West Briar Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alanis, Iracema	Tchr, ESL 4-8	1
Simon, Mirabai	Tchr, Reading, 6-12	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students.

While growth has been shown in closing the achievement gap, there are still gaps amongst various groups. African American students, Hispanic students, and Special Education students are consistently scoring lower than White students in Reading, Math, Science, and Social Studies. Teachers will continue to be trained to focus on not only differentiating instructional supports based on student's individual needs, but also to appropriately scaffold support for students in need of intervention. This school year we have four Special Education co-teachers who will join the General Education teacher's classroom to provide intervention support in Reading, Math, Science and Social Studies. This inclusion model of Special Education support is a best practice that benefits all students by creating an inclusive classroom where teachers work together to meet the needs of students.

A secondary needs assessment based on data is a need to improve our Intervention Assistance Team (IAT) support and progress monitoring to target specific student's academic and behavioral target area(s). Particularly during this school year where we will have to accelerate learning to compensate for COVID-19 loss of learning, our campus IAT protocols and teacher interventions for Math, Reading, and Behavior will have to be both efficient and effective. The first step will be to identify students in need of Accelerated Learning and then we will work to implement an intervention schedule. Teachers will need to understand how to progress monitor for both IAT and Special Education and we've created a simple way for them to document these efforts in Power School. Our full-time Reading and Math intervention teachers will primarily be providing Reading and Math Accelerated Learning, however general education teachers will be responsible for implementing small group instruction within their ELA and Math class periods. Of the 60% of students who took Math STAAR last school year, only 21% met Meets Grade-Level Standard. We are hoping to add an additional Math intervention teacher to assist with Accelerated Learning in Math for grades 6-8. Student progress in Math, Reading, and Behavior will be a focus area for the entire campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Initial creation in June, review during PLS with other campus leaders, and continued review in September and January.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: [Campus Webpage SDMC Page](#) ;School Newsletter; PTO/Parent Meetings

The SIP was made available to parents by: October 30, 2021.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. A campus and district focus on securing technology for all students.
2. A focus on ELPS strategies to help increase reading, writing listening, and speaking skills for ELs and all students.
3. A focus on full use of district resources in the HUB and Department Vertical Alignment to ensure continuity and best practices in all classes to best support and challenge students at all levels.
4. Intervention classes with smaller class sizes for both Reading and Math to help close learning gaps for students in need.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: continuously evaluating and revising our Bell schedule as needed. We reduced the transition time between class periods this school year and therefore, each class is given at least 50 minutes of instructional time. In addition, Academic Boot Camps will be offered throughout the school year.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Department Meetings monthly that focus on specific TADS effective practices.
- Proficient Tier 1 explicit instruction taking place in all content areas: Math, ELA, Science, & Social Studies
- Bi-weekly PLC At-Bats and teacher observations to demonstrate best practices and learn from one another.
- Appraisers participate in instructional rounds to calibrate on TADS instructional Practices.
- Small Group instruction based on student data needs- specifically balanced literacy and readers/writer's workshop. Math workshop model introduced to provide targeted, small group intervention based on student data.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Rebecca Minnock (PTO President)
- Teacher- Jessica Guillory (ELA Teacher)
- Dean- Linda Trevino (8th grade Dean/Title I Coordinator)
- Dean- Demerick Johnson (8th grade Dean)
- Teacher- Mirabai Simon (Reading Intervention Teacher)

The PFE was distributed

- On the campus website
- Parent Newsletter (Grizzly Gazette)
- Parent Meetings
- Hard copy kept on Campus

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- Monthly Live Virtual and In-person Events: Coffee Talk w/Principal; Open House/ Title I Parent Meeting, etc.
- Lunch and Learn Campus Updates & Q/A Sessions each Month
- Continue to build Adult ESL classes with community partnerships.
- Monthly Grade-Level Meetings and Q/A Sessions with Deans/Teachers

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 15, 2021 at 6:00pm
- Meeting #1 Alternate - September 16, 2021 at 8:00am
- Meeting #2 - November 10, 2021 at 6:00pm
- Meeting #2 Alternate - November 11, 2021 at 8:00am
- Meeting #3 - January 19, 2021 at 6:00pm
- Meeting #3 Alternate - January 20, 2021 at 8:00am
- Meeting #4 - February 16, 2021 at 6:00pm
- Meeting #4 Alternate - February 17, 2021 at 8:00am

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Madison Taylor	Social Worker	Social Worker/Counseling	1.0
Theresa Landrum	Reading Intervention	ELA	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kendra Stokes	Dean
Administrator	Lea Mishlan	Principal
Classroom Teacher	Geoffrey Phillips	Teacher
Classroom Teacher	Jessica Guillory	Teacher
Classroom Teacher	Vivian Cook	Teacher
Non-classroom Professional	Lucas Hulsey	Teacher Specialist
Non-classroom Professional	Madison Taylor	Social Worker
Paraprofessional	Veronica Bass	General Clerk
Parent	Taisir Sarage	Parent
Parent	Rebecca Minnock	Parent
Parent	Alegna Pillot	Parent
Classroom Teacher	Jordan Shaw	Math Teacher

Addendums

SIP APPROVAL 2021-2022

Campus: West Briar Middle School

Campus # 099

Principal Name: Lea Mishlan

Area Office: Middle School Office

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on **September 21, 2021**, as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

9/21/21
Date


Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative


9/24/21
Date


SDMC Teacher Representative

9/22/2021
Date


School Support Officer/Lead Principal

10/15/2021
Date


Area Office Superintendent

10/13/21
Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

West Briar MS 2021-2022 Professional Development Plan*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	CAMPUS-IN-PERSON	See August PD Plan Below	None	Board Goals 1-4- TADS; Campus Goals 2, 3, & 5: CHAMPS/PBIS; SEL Supports
Aug. 17	CAMPUS-IN-PERSON	See August PD Plan Below	None	Board Goals 1-4; Special Populations; Accelerated Learning; Student Data
Aug. 18	CAMPUS-IN-PERSON	Teacher Workday	None	N/A
Aug. 19	District-Virtual	Instructional Tech, Academic PD, & Job-Alike	None	Board Goals 1-4
Aug. 20	CAMPUS-IN-PERSON	See August PD Plan Below	None	Board Goals 1-4 & Campus Goals 1-5: Attendance, Etc.
Sept. 17	CAMPUS-IN-PERSON	Special Education & EL Updates/Best Practices + Learning Acceleration Plans- Math/Reading	None	Campus Goals 1-5
Oct. 4	CAMPUS-IN-PERSON	Special Education & IAT Best Practices & Learning Acceleration- all content areas	None	Board Goals 1-4
Feb. 21	CAMPUS-IN-PERSON	TELPAS, STAAR Test Administrator Training; STAAR Countdown- Lead4Ward Review Strategies	None	Board Goals 1-4

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

West Briar Teacher PD Plan August 2021

Preservice Week at a Glance

Monday, August 16	Tuesday, August 17 th	Wednesday, August 18 th	Thursday, August 19 th	Friday, August 20 th
<i>Campus Day</i>	<i>Campus Day</i>	<i>Teacher Workday</i>	<i>District PD</i>	<i>Campus Day</i>
8:00 am – 3:45 pm	8:00 am – 3:45 pm	8:00 pm – 3:45 pm*	<u>Houston ISD</u> <u>E-learning Site</u> <i>Academic/ Job Alike/ Choice Sessions</i>	8:00 am – 3:45 pm*

*Houston ISD Compliance Courses- posted in One Source



Monday, August 16th Plan

8:30 - 9:30 <i>Auditorium</i>	Welcome Back / Introductions <ul style="list-style-type: none"> Icebreaker/Teambuilding Activity (Dean Maddocks) SEL Activity <ul style="list-style-type: none"> Check-in & Check-out with your students (modeling) Campus Vision & Mission <ul style="list-style-type: none"> Campus Accountability 2021/ HB 4545 	Principal Mishlan
9:45 – 11:15	Small Group Rotations (2)	<i>(Schedule below)</i>
11:30 - 12:30	Staff Lunch <i>(in café)</i>	Provided by PTO
12:45 – 2:15	Small Group Rotations (2)	<i>(Schedule below)</i>
2:30 - 4:00 <i>Classrooms</i>	PLC Time <i>PLC To Do List:</i> <ul style="list-style-type: none"> Team Grizzly Agreements- review SEL Activities for first week Lesson Plan template- review HUB- Lesson Planner set-up 	<i>Appraisers rotate around team meeting rooms.</i>

Small Group Rotations: Monday, August 16th

Rotation	Station Topic	Presenter(s)	9:45-10:30	10:30-11:15	12:45-1:30	1:30-2:15
1 - Auditorium	TADS Update	Trevino	1	2	3	4
2 - Café	Faculty Handbook- Week 1 Expectations <ul style="list-style-type: none"> Lesson Plan Template/Hub Grading Policy 	Hulsey/ Mishlan	2	3	4	1
3- Band Hall	Student Handbook: <ul style="list-style-type: none"> School-wide Expectations Classroom Systems 	Maddocks/ Johnson	3	4	1	2
4- Library	Campus SEL Supports	Taylor	4	1	2	3

PD Rotation Small Groups: Monday, Aug 16th

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Smith	Alanis	Demny	Christopoulos
Brown	Broussard	Drexler	Simon
Maneen	Epperson	Crawford	Landrum
Chavez	Broussard	Jackson	Hanson
Frieben	Holmes	Scarbrough	Manat
Bocanegra	Murray	Stanley	Milder
Childs	Kruszka	Williams	Orth
Cook	Ferguson	Coulter	Woodworth
Kundert	Nutapalati	Payne	Zidaru
McConnell	Shaw	Dalcour	Levenson
Thrasher	Ullrich	Jaimes	Williams
Vidrine	Wasserman	Lamar	Howerton
Guillory	Gonsoulin	Adams	Pate
Eaton	Johnson		Yamada
McConnell	Williams		Blaine
	Phillips		

Tuesday, August 17th Plan

8:15 - 9:00 <i>Auditorium</i>	SEL Check-in/ Whole-Group Team-Builder <ul style="list-style-type: none"> • HB 4545/ Intervention Period • Data-rich school year 	Mishlan
9:30-10:30 Auditorium	Human Relations: Ethical Boundaries	HISD HR Dept
11:30-12:30	Lunch/Planning- On Your Own	
12:45 - 3:10	Small Group Rotations: <i>Special Pops (3)</i> <ul style="list-style-type: none"> ○ IAT/Sped/Section 504/GT/ HB 4545 	(Schedule below)
3:15 - 3:30 <i>Virtual- PD Channel 1</i>	Whole Group Wrap-Up <ul style="list-style-type: none"> ○ Wed/Thu/Fri Plan 	Mishlan
3:30 - 4:00	Work Time To Do List: <ul style="list-style-type: none"> ○ First week lesson plans (SEL) Faculty webpage- Hub Planner link	On your own

Small Group Rotations: Tuesday, Aug 17th

Rotation	Station Topic	Presenter(s)	12:45-1:30	1:35-2:20	2:25-3:10
1 - <i>Auditorium</i>	IAT Small Group Instruction	Hulsey	1	2	3
2 - <i>Café</i>	Special Education	Stokes	2	3	1
3- <i>Library</i>	Section 504 / GT/ Rigor	Hoyt	3	1	2

PD Rotation Small Groups: Tuesday, Aug 17th

GROUP 1	GROUP 2	GROUP 3
Smith	Alanis	Demny
Brown	Broussard	Drexler
Maneen	Epperson	Crawford
Chavez	Broussard	Jackson
Frieben	Holmes	Scarborough
Bocanegra	Murray	Stanley
Childs	Kruszka	Williams
Cook	Ferguson	Coulter
Kundert	Nutapalati	Payne
McConnell	Shaw	Dalcour
Thrasher	Ullrich	Jaimes
Vidrine	Wasserman	Lamar
Guillory	Gonsoulin	Howerton
Eaton	Johnson	Pate
McConnell	Williams	Yamada
Manat	Phillips	Blaine
Simon	Backstrom	Christopoulos
Landrum	Milder	Levenson
Hanson	Orth	Williams
Zidaru	Woodworth	

Friday, Aug 20th Plan

8:00am - 9:00am- PLC/Room Set-up time

9:00am – 11:00 am- Auditorium- Whole group Meeting

- Team Grizzly Agreements wrap-up
- First Day Procedures
 - Student Arrival/Dismissal Plan
- First Week Procedures
- Attendance Procedures
- Wraparound Specialist
- Campus Safety information-
 - Ready-Set-Go/COVID updates

11:15am-12:00pm- House Meetings

- Schedule/Rooms TBA
- Meet as grade level houses (Electives will be given a house to attend)

12:00pm – 4:00pm – lunch and afternoon on your own to plan & prepare for Day 1! 😊