



Academic Vision

WEST BRIAR MIDDLE SCHOOL:

GUIDING STUDENTS TO EXCELLENCE THROUGH POSITIVE RELATIONSHIPS,
ENGAGING WORK, AND STRONG INSTRUCTIONAL PRACTICES.

West Briar at a Glance



- ▶ Distinctions earned:
 - ▶ Academic Achievement in Science
 - ▶ Academic Achievement in English Language Arts/Reading
 - ▶ Academic Achievement in Social Studies
 - ▶ Postsecondary Readiness
 - ▶ Top 25 Percent: Comparative Closing the Gaps
- ▶ Distinctions Missed:
 - ▶ Academic Achievement in Mathematics
 - ▶ Top 25 Percent: Comparative Academic Growth

Distinctions Earned: Reasons and maintenance



- ▶ Science-Consistent use of strong checking for understanding techniques to help inform teachers of individual academic needs for all students. Consistent monitoring of student data.
- ▶ English Language Arts/Reading-Strength of writing portfolios in 7th grade as a continuous record of students' growth and development. Consideration of Writing/Reading portfolios will be implemented in 6th and 8th grade.
- ▶ Social Studies-Mastery level is highest (46) among comparative schools in the state. Teachers plan well and there is instructional consistency among all classes.
- ▶ Post Secondary Readiness- Strong instructional practices (some student dialogue, real-world connections) to help students create relevancy for the work they do.
- ▶ Closing the gaps-Direct and honest conversations about data that shows the gaps. Teachers have responded by increasing rigor for all students and providing support for all students based on individual need.

Distinctions not earned: Reasons and plan of action.



- ▶ Academic Achievement in Mathematics-Participation and masters level for Algebra I. Plan-support the teacher in the room (last year was her first year in education)with clear expectations and frequent visits to support the expectations.
- ▶ Top 25 Percent: Comparative Academic Growth-1 point below AG Scaled Score needed to be in top 25%. Plan-Continued focus on checking for understanding for individual students to meet all students' needs.

West Briar Middle School Performance:



- ▶ Student Achievement: Met Standard
 - ▶ 89/100
 - ▶ All subject areas above district average in approaches, meets, and masters levels.
- ▶ School Progress: Met Standard
 - ▶ 91/100
 - ▶ Academic Growth 79/100; Relative Performance 91/100
- ▶ Closing the Gaps: Met Standard
 - ▶ 86/100
 - ▶ Grade Level Performance 20/20 met; Academic Growth 13/20 met (All, AA, A, H, W, Cont. Enrolled, Non-Cont. Enrolled-Math; ELP 1/1 met; Student Achievement 11/12 met (SpEd).

3 Year Trends by Class



Class of 2018 Trends			
	15-16	16-17	17-18
Reading	79	84	89
Math	88	79	94
Class of 2019 Trends			
	16-17	17-18	18-19
Reading	78	80	
Math	92	79	
Class of 2020 Trends			
	17-18	18-19	19-20
Reading	75		
Math	81		

Short Term Vision: What MUST happen this year?



- ▶ Students must remain in class.
- ▶ Direct correlation between suspensions/ISS and students that do not pass or master STAAR.
- ▶ Restorative Practices
 - ▶ Tier I-School wide relationship building. Connections with peers and adults.
 - ▶ Tier II-Reflective conversations. How did my actions affect the teacher and my classmates? Student-teacher-administrator
 - ▶ Tier III-Reentry circles. Held for students that return from an extended absence (DAEP) and are held within a week of return.

Short Term Vision: What MUST happen this year?



- ▶ Progress measures:
 - ▶ Fewer ISS/Suspensions issued for all students.
 - ▶ Fewer repeat offenses.
 - ▶ Improved student data on formative assessments.

Long Term Vision



- ▶ What will West Briar look like in five years?
 - ▶ 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.
- ▶ How will students learn?
 - ▶ Students will learn through academic dialogue. They will learn by explaining their learning, writing about their experiences, and reading about their world.
- ▶ How is that different from the learning that takes place at West Briar today?
 - ▶ There isn't enough academic dialogue. Too often, some teachers see compliance as learning and engagement. That is going to change. Consistent and immediate feedback to teachers will help see the need for change. Professional development on campus and away from campus will help support that change.
- ▶ What changes will be needed to accommodate them?
 - ▶ Professional development for teachers and support in the classroom to allow them to feel comfortable to make mistakes. Feedback will be given immediately so that problems can be corrected before the next class period. Students will need similar support so that they feel free to make mistakes and know that their teacher will help them learn and correct the mistakes.

Goal



- ▶ To create a vision for WBMS
 - ▶ We will do this by:
 - ▶ Soliciting community, parent, student, and staff input into the creation of school vision and resulting plan
 - ▶ Collaborating and consulting with all schools in feeder pattern and HISD
 - ▶ This will help to ensure a cohesive, well supported, and executable plan

WBMS Vision



- ▶ Focus on educating / engaging the whole child
 - ▶ Academics, arts, sports
 - ▶ Where are current strengths?
 - ▶ Are there key areas that need to be added / strengthened
 - ▶ What do today's and tomorrow MS students need to thrive?
 - ▶ Leadership? Life skills? Common set of values?
 - ▶ What do parents want?
- ▶ Think about plan for WBMS in context of whole feeder pattern.
 - ▶ Complementary / supportive of Revere
 - ▶ Coordinated with feeder elementary and Westside High School
- ▶ How can WBMS be an neighborhood anchor?
 - ▶ Partnerships with businesses?

Strategic Context for Vision



1. What Skills Will Tomorrow's Jobs Require?
2. What is Demographics / Growth of Area?
3. What are Demographics / Programming of Feeder Pattern Schools?
4. What Are HISD Requirements / Context to be considered?
5. Other Middle School Programming of note?
6. WBMS SWOT
7. Other?

21st Century Skills



- ▶ Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- ▶ Research skills and practices, interrogative questioning
- ▶ Creativity, artistry, curiosity, imagination, innovation, personal expression
- ▶ Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- ▶ Oral and written communication, public speaking and presenting, listening
- ▶ Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- ▶ Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- ▶ Civic, ethical, and social-justice literacy
- ▶ Economic and financial literacy, entrepreneurialism
- ▶ Global awareness, multicultural literacy, humanitarianism
- ▶ Scientific literacy and reasoning, the scientific method
- ▶ Environmental and conservation literacy, ecosystems understanding
- ▶ Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

List obtained from: <https://www.edglossary.org/21st-century-skills/>

From discussion: Ideas to consider – We are trying to create a “well rounded kid whos is a life long learner and become a school of choice”. Consider using Avid Cornell notes, adding Junior Achievement, Coding, answer question - what are we realistically trying to achieve with the 6th Grade Wheel?

WBMS Environment



- ▶ Energy Corridor Demographics
 - ▶ Large number of businesses and white collar jobs particularly engineering and other technical
 - ▶ Large number of white collar professions commute into area each day
 - ▶ School zone population attendance:
 - ▶ Lost approximately 135 students to other HIS campuses
 - ▶ Lost approximately 120 students to Charter/OOD campuses
 - ▶ Gained approximately 175 students on transfers