West Briar
Middle School

Shared Decision-Making Committee (SDMC)-  9.21.21

Draft School Improvement Plan (SIP)

Integrity, Respect, Perseverance
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
Comprehensive Needs Assessment

**Demographics** - *Strength - Diversity!*
- 1,131 students
  - 38% Hispanic
  - 17% White
  - 34% African American
  - 8% Asian
- 65% Economically Disadvantaged
- 18% ELL; 25% GT; 7% Sped

**Attendance**
- 20-21 - 88.9% (hybrid learning environment)
- 19-20 - 96%

**Problem of Practice**
- EL Students - exiting program (1%)
- Special Programs - documenting accommodations/ progress monitoring
- African American students - more ISS/OSS than other student groups

Integrity, Respect, Perseverance
Comprehensive Needs Assessment

**Student Learning** - *Strength - High Performing!*

- Typically, A-Rated Campus Accountability
  - All designated distinctions – except Math
  - STAAR Participation Rates- 20-21- 57% all tests
  - AP Spanish Lang/Culture- 84% scored 3 or better
  - Strengths: 7th/8th grade ELA- student progress
  - Closing the Gaps- ELA/Read & TELPAS Progress Measures

- **Problems of Practice:**
  - African American & Hispanic Students underperform on both Reading & Math- been dropping each school year (last 3 years)
  - Special Students STAAR Performance- dropped 17% points from previous year in Reading & Math

- Accelerated Learning- this school year to address learning loss

Integrity, Respect, Perseverance
Comprehensive Needs Assessment

School Processes & Programs - Strength - variety of programs

- Comprehensive Middle School:
  - UIL, Athletics, Fine & Performing Arts campus; Dance; Band/Orchestra; HISD Advanced, Algebra I, HS Credit courses
  - Two Full-Time intervention (math/reading) teachers & two full-time ESL Teachers (new this year)

- Deans/Grade-Level Houses
- Social Worker & Wraparound Specialist

Problems of Practice:

- African American students have significantly more ISS/OSS assignments than other student groups.
- Special Programs- EL, Sped, Section 504, & IAT- Progress Monitoring

Restorative Discipline
- Respect; Relationships; Responsibility; Repairing Harm; Reintegrating

Social-Emotional Component/ Social Worker
- Return from COVID- Interruption to Learning Environment

Integrity, Respect, Perseverance
Comprehensive Needs Assessment

**Perceptions**
- Family Friendly School - Platinum Certified - third year recognized for dedication & commitment to working with families towards student success.
- Strength - Many families seek a transfer to WBMS because of its academic reputation
- Very active PTO that maintains the School Store and regularly supports campus programs

**Problems of Practice**
- Consistency & Alignment across grade-levels
- Many want to bring back activities that happened pre-COVID protocols. (carnival, grade-level activities/dances, etc.)
## WBMS Accountability

<table>
<thead>
<tr>
<th>Domain1_2019</th>
<th>Domain2a_2019</th>
<th>Domain2b_2019</th>
<th>Domain3_2019</th>
<th>Overall_2019</th>
<th>Overall_2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

### STARR-1P3Yr

<table>
<thead>
<tr>
<th></th>
<th>20-21</th>
<th>18-19</th>
<th>17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tstd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>App</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mstr</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### English

<table>
<thead>
<tr>
<th>STAAR-1P3Yr</th>
<th>Overall_2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Standard</td>
<td></td>
</tr>
</tbody>
</table>

---

Integrity, Respect, Perseverance
Accelerated Learning

Requirements

- Targeted to the TEKS
- Supplement regular instruction
- Minimum of 30 hours / once weekly
- 3 to 1 (teacher) – unless waiver
- 8th Grade- Math/Reading- ALC Required