



West Briar Middle School

Shared Decision-Making
Committee (SDMC)

2022-2023 SY

School Improvement Plan (SIP)

Integrity, Respect, Perseverance

West Briar Middle School

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; PERSISTENCE

 **Power Up Vision:** To strategically implement a comprehensive plan for Power Up (1-1) as well as the use of Canvas to increase student achievement and equity of access to resources.

Comprehensive Needs Assessment

Demographics

- 1,040 Students
- 36% Hispanic
- 18% White
- 36% African American
- 8% Asian
- 65% Economically Disadvantaged
- 17% ELL; 21% GT; 7% Sped
- 45% At Risk

○ Attendance

- 21-22 – 92.4%
- 20-21- 88.9% (hybrid learning environment)
- 19-20- 96%

○ Problem of Practice

- EL Students- total exiting program has decreased in recent years
- Special Programs- documenting accommodations/ progress monitoring & academic achievement
- African American students- more ISS/OSS than other student groups
- African American & Hispanic students underperforming in ELAR and in Math.

WBMS Accountability

TEA STAAR Accountability Rating: B

Designated Distinctions:

Academic Achievement in English Language Arts/ Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

*(only not earned distinctions in Closing the Gaps (special pops) &
Academic Achievement in Math)*

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Comprehensive Needs Assessment + Goals

Student Learning- *Strength- 5 out of 7 Designated Distinctions*

● Problems of Practice:

- Accountability Rating- "B" (from "A" in previous years)
- Math Achievement Scores have declined over last 3 years. (pandemic-related)
- Student Progress Domain- 1 point away from "A"

GOALS

- Students meeting grade-level standard in **RLA** (ELAR) on STAAR will increase by 3 percentage points.
- Students meeting Approaches grade-level standard in **RLA** (ELAR) on STAAR will increase by 5 percentage points.
- Students meeting grade-level standard in **Math** on STAAR will increase by 5 percentage points.
- Increase student achievement in **Math** for student groups- African American (+5pts); Hispanic (+5pts); Economically Disadvantaged (+5pts)

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Comprehensive Needs Assessment + Goals

Student Learning (cont.)

GOALS

- Increase **Math** academic growth across grade-level and course level (HISD ADV, GT, on-level).
 - **Carnegie Math** implementation
- Additional ESSER Math intervention teacher added this 22-23SY
- Increase student achievement in **Science & Social Studies** meeting grade-level standard on STAAR by 5 percentage points.

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Comprehensive Needs Assessment + **Goals**

School Processes & Programs- *Strength- variety of programs; Power Up program; addition of School Counselors*

● **Problems of Practice:**

- Teachers not consistently documenting student accommodations or progress monitoring for students per their IEP.
- Use of technology not standard in all classrooms due to lack of training and lack of student laptops.
- Attendance percentages decrease during and post-pandemic

GOALS

- Special Education Professional Development & consistent monitoring.
- Power Up student and staff training opportunities. Academic Instructional Technologist staffed at West Briar offering individual and team coaching.
- Advocacy period 1/week for SEL lessons and relationship building by assigned teacher.

Comprehensive Needs Assessment + **Goals**

Perceptions- *Strengths- Increased communication and transparency with parents; Platinum-Level Family Friendly School; Active PTO support*

Problems of Practice

- Consistency & Alignment across grade-levels
- Communication breakdown from Front Desk to Deans, Teachers, etc.
- Staff Culture challenges affect attendance, school atmosphere

GOALS

- School Counselors added for SEL, student, and parent support/guidance
- School-wide consistency in expectations- CHAMPS; Cycle celebrations for students & staff
- The Energy Bus book study- increase positive school climate
- Increased PTO meetings during day with Principal Q & A

WBMS Student Culture Efforts

- 66 Student Fights
- Campus Culture Committee + School Counselors (3)/ SEL Liaison + Social Worker- Campus Wide- SEL/Restorative focus + Wraparound Specialist
- Full-Time In-School Suspension Teacher aligned with re-entry plan to reduce repeat behaviors
- Positive Incentives for Students following Student Handbook Expectations (Cycle Celebrations)
- Parent Surveys & Input Meetings (Coffee/Principal)

Perceptions + Processes & Programs

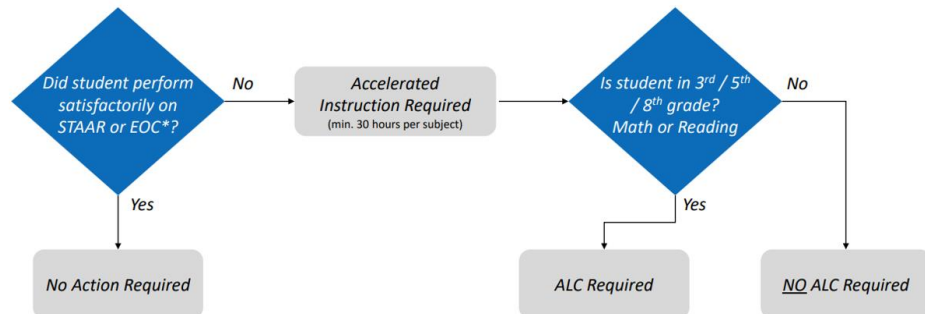


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Accelerated Learning – to accelerate student learning to grade level TEKS mastery, we provide more time for the students most in need.

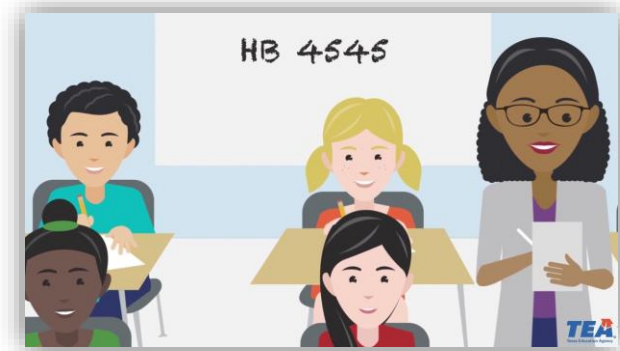
Decision Matrix

For students in grades 3 – 12, LEAs must evaluate the following decision points.



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



2022-2023SY



West Briar is ready to return to the in-person events, activities, and learning that we are known for! With our vision clearly leading us, #GrizzlyNation will continuously work to improve the success of all students.

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