

Houston Independent School District

099 West Briar Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



West Briar MS

#GRIZZLYVALUES

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. West Briar will Power Up teaching and learning this school year as campus-wide we embrace digital technology to enhance the learning environment. 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 that is supported by the Power Up program.

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

Campus Motto

#Grizzly Values: Integrity; Respect; Perverserance



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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

Demographics Summary

West Briar MS is a comprehensive, premier middle school located in the West Houston serving students in grades six through eight. West Briar is a community campus nestled within Houston's dynamic *Energy Corridor*, (due to amount of global firms and companies within the energy sector and beyond) and serves students in the Westside High School feeder pattern including four Elementary school campuses bordering Highway 6 and Westheimer Road. West Briar represents an eclectic and diverse student body (Grizzlies) of approximately 1,100 students composed of 36% Hispanic, 18% White, 36% African American, and 8% Asian students. It offers a variety of special programs that serve students identified as gifted and talented (21%), English Language Learners (17%), Section 504 (7%), and Special Education (7%). As a school-wide Title I campus it serves 65% economically disadvantaged students and 45% of the student body is identified as At-Risk. Historically, West Briar has had only one full-time Social Worker and Wraparound Specialist but three additional School Counselors were added this school year to address student social-emotional learning and to help families in need. 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 SLL class is experiencing a high enrollment of 12 this school year and Co-Teach/Inclusion classes are offered to provide a continuum of special education services.

West Briar's attendance rate has steadily rose since the pandemic-affected (2020-2021SY) rate of 88.9%. The 2021-2022 SY attendance rate was approximately 92.4% which is an increase from the previous school year. (VERIFY)

Demographics Strengths

West Briar MS has experienced demographic changes throughout the last five years of schools. Some of these changes are COVID-19 pandemic-related, but some are the result of a shifting feeder pattern community. The student demographic has shifted to mostly African American and Hispanic and the Economically Disadvantaged and English Language Learners have increased steadily. West Briar's diversity is becoming one of it's strengths as students from all types of backgrounds enroll and families seek out the Energy Corridor location.

West Briar's mission to challenge all students is illustrated through it's wide variety of academic levels including HISD Advanced classes, GT/Vanguard program, Spanish I, Algebra I, Geometry and Technology Applications for high school credit. West Briar's student programming and extracurricular activities are robust as students can participate in Athletics (over eight sports for boys and girls), Cheerleading, Dance (Performance & Hip/Hop), Fine Arts: Art, Performing Arts: Theater Arts, Choir, Band, and Orchestra that many participate in UIL competitions. Clubs and organizations include Student Council, National Jr. Honor Society, Robotics, Math Counts, Chess Club and many more.

West Briar professional staff includes 91 staff members made up of four Deans, one Teacher Specialist, one Social Worker, three School Counselors, one HISD Wraparound Specialist, 65 Classroom Teachers, ten Teacher Assistants and Clerks, one Librarian, and one Nurse. For Power Up, an Academic Instructional Technologist (AIT) and a User-

Device Technician (UDT) have been added to assist students, parents, and staff. Each grade-level house has a designated Dean of Students and School Counselor that serves approximately 340 students focusing on relationship-building with both students and parents. Two full-time Math Intervention teachers (one Title I and one ESSER) will be targeting Math scores for all grade levels and one full-time Reading Intervention/Dyslexia teacher targets Reading student progress. In addition, all sixth grade students take an additional Reading course to build literacy across content, target students in need of intervention, and sections of GT Reading courses to differentiate for our higher-level learners (including TPSP projects).

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-current- 1%). **Root Cause:** COVID-19 interruptions to the 2019-2020 & 2020-2021 school years caused significant loss of learning. During the 2020-2021 school year, an uncertified teacher was teaching all ESL classes.

Problem of Practice 2 (Prioritized): African American students have historically been assigned In-School Suspension (ISS) and Out-of-School Suspension (OSS) more than other student groups. **Root Cause:** West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences and have not been trained to de-escalate situations according to a students culture or personality.

Problem of Practice 3 (Prioritized): African American and Hispanic students underperform their student group counterparts in ELAR (Masters & Approaches GL) Assessments and in Math (Masters and Approaches GL) Assessments. **Root Cause:** Teachers struggle to adequately address learning gaps or identifying a need for interventions because they struggle differentiating based upon needs. This includes all formative and summative 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. It is important to note how the pandemic has affected West Briar's Accountability student performance and campus ratings. {See **Addendum- STAAR Achievement Comparison Chart**}

Due to the COVID-19 pandemic, no STAAR test was given during the 2019-2020 school year. This was also the last time an Accountability Rating was given (2019), when 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 2020-2021 school year, the TEA did not award campus accountability ratings or distinction designations and the majority of West Briar students learned virtually during this school year, which resulted in a drop of STAAR participation (57%- All tests). (All prior years STAAR Participation- All tests- 100%.) Noting STAAR participation in 2020-2021 is important because it only reflects approximately 57% of West Briar's student body (and actually only 50% for Science/Social Studies STAAR tests). **The Addendum- STAAR Achievement Comparison Chart-** illustrates how much West Briar students have grown from the 2021 SY to the 2022 SY and from the 2019 SY to the 2022 SY. Though students and teachers have much to target this school year to maintain pre-pandemic accountability results- especially in Math, West Briar is improving from one school year to the next. Information below will illustrate such a comparison, however overall- West Briar is showing progress across student groups and content areas.

TELPAS Scores highlight the most student growth since 2019: 54% of 8th graders progressed at least 1 Proficiency Level; 54% of 7th graders progressed at least 1 Proficiency Level; 48% of 6th graders progressed more than 1 Proficiency Level. Algebra I EOC students: 91% Approaching GL; 65% Meets GL; 50% Masters GL. Only 11% of Economically Disadvantaged students Did not Meet GL on the Algebra I EOC.

Student Learning Strengths

West Briar is participating in the Carnegie Math Year 2 Pilot program to specifically target it's Math assessment problem of practice for all Math courses offered. For our intervention Math courses, teachers will provide scaffolded support to Carnegie Math and the Mathia- program. These teachers have analyzed student data and will be also utilizing Ren 360 progress monitoring followed-up with Freckle support to target students unique needs.

STAAR Accountability: Designated Distinctions earned in:

- **ELA/ Reading** - Overall Strengths:
 - 83% Approaching GL/ 11 % point gain since 2021
 - 62% Meets GL/ 16 % point gain since 2021
 - 41% Masters GL/ 18 % point gain since 2021
- **Science-** Overall Strengths
 - 75% Approaches GL/ 52% Meets GL/ 30% Masters GL
 - 31% Special Ed- Approaches GL
- **Social Studies-** Overall Strengths
 - 76% Approaches GL/ 14 % point gain since 2021
 - 46% Meets GL/ 21 % point gain since 2021
 - 30% Masters GL/ 23 % point gain since 2021
 - 68% Econ Dis- Approaches GL
- **Top 25% Comparative Academic Growth-**
 - Overall Domain A Raw Score (75)- within Quartile 1 of Comparison Group
 - Interesting to note- *our Relative Performance Rating was higher and used for Campus Rating.*

- **Postsecondary Readiness-**

- Top Quartile for at least half of all Post-secondary indicators (% of Meets GL in all Subjects/ AP Participation/ % of Meets GL in both Read/Math)

STAAR Accountability- Strengths

- **ELA/ Reading-** met all Closing the Gaps Academic Achievement Targets
 - met all Closing the Gaps Academic Growth Targets
- **Student Progress Domain** (Relative Performance)- were 1 point away from A (52 component score - needed 53)
- **Closing the Gaps Domain** (STAAR Performance)- Met Student Success Targets for: All Students; African American, Hispanic, White, & Asian

Second year of having two ESL Teachers- one to teach Beginners/Immediate and the other teaches Advanced students closer to exiting. Summit K-12 program utilized throughout our ESL program.

Career Pathway Teachers added this school year- Campus Instructional Excellence Coach (CIEC), Multilingual Specialist, Learning Accommodations Specialist, Campus Culture Specialist, Effective Practices Specialist. The Principal and Teacher Specialist have strategically assigned Pathway Teachers to staff members to be intentional and proactive with this important teacher support.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Student Math Achievement assessment scores- across grade-level and across student group- have underperformed all other content areas. **Root Cause:** Beginning with the 2020 SY(the year after the COVID-19 pandemic), West Briar's Math achievement scores began to decline significantly. This includes achievement scores across student group and grade-level (6-8). Students are missing foundational Math concepts that forces Teachers to scaffold at a much higher pace than the scope and sequence allows.

Problem of Practice 2 (Prioritized): Student Math Academic Growth is significantly underperforming across grade-level - specifically from one school year to the next. Students are not growing from one school year to the next in Math. **Root Cause:** Student STAAR participation severely suffered in the 2020-2021 SY, which impacted the campus STAAR Academic Growth scores for all content-areas (57% participation). Further, students are still catching up from significant learning loss from breaks in learning (hybrid or virtual) due the COVID-19 pandemic.

School Processes & Programs

School Processes & Programs Summary

West Briar will be a new Power Up (1-1) campus this school year and along with the new Learning Management System- Canvas- is transforming the way students learn and teachers communicate with students and parents. #GrizzliesPowerUp is our motto and this includes powering up instruction, systems, and communication to enhance instruction and improve student success. Teachers are expected to have a Canvas Course page for all sections and include daily use of ChromeBooks infused into weekly Lesson Plans. Campus Power Up staff and West Briar's Teacher Specialist are providing monthly Power UP PD opportunities and are available for 1-1 support for students and parents. From daily announcements (now on Padlet) to the campus website, to a campus Grizzly Den Canvas page for students- we are powering up learning during the 2022-2023 SY. Teachers and staff were also required to have at least one Power Up Goal for their T-TESS GSPD in order to set the vision for digital learning, collaboration, and communication.

To proactively mitigate and address social-emotional gaps in communication and regulation as evident in West Briar's 2021-2022 Discipline data after returning to in-person instruction, we have restructured our campus leadership and supports. Three new School Counselors have been added and each grade-level house will have a Dean of Students and a School Counselor to provide house structure through roles but also to help with school culture. The remaining Dean of Students serves as the Administrator over Special Education and IAT instruction, behavior, and programming and also serves as the Campus Behavior Coordinator.

West Briar's Fine Arts and Athletics Departments are a highlight to our diverse community that feeds into and aligns to Westside HS and some feeder Elementary Schools. This alignment is crucial to the West Briar community and includes 4 PE full-time Coaches (plus multiple UIL Athletics Teams with Coaches), 2 Art Teachers (including Art I HS Credit), Theater Arts (multiple musicals and UIL performances throughout the year), Choir, Band, and Orchestra (Band/Orchestra works closely with WHS), 2 Dance Teachers (Dance Company - differing levels that aligns to WHS Pride Group) & Hip Hop (WBMS B'Boys that aligns to WHS Inertia Group). Robotics club, Student Council, Cheer, Chess Club, and Math Counts are a few of the well-participated in Extracurricular activities/ Academic Competitions that challenge all students.

Academic programming is structured into Departments that meet regularly to analyze data (with Teacher Specialist), plan instruction, and also includes a Dyslexia Teacher who utilizes Reading by Design. West Briar will be utilizing the Carnegie Math curriculum for all Math Courses and Math PLC's participate in campus/district training to internalize all lesson plans according to the Teacher Implementation Guide.

School Processes & Programs Strengths

Following-up to last school year's CHAMPS implementation, this year CHAMPS will continue to provide school-wide consistency and structures. The Campus Behavior Coordinator will collaborate closely with all Deans, the campus SEL Liaison, School Counselors, and Social Worker with the creation of a Campus Culture Committee. This committee also includes a new Teacher Pathway- Campus Culture Specialist- who periodically provides professional development and coaching to teachers on PBIS strategies for success. West Briar also has its very own Therapy Dog this school year- Otis- has been trained as a certified Therapy Dog and our School Social Worker as well. Otis will enhance the SEL of both students and staff.

West Briar is implementing a weekly Advocacy period that will focus on SEL lessons provided by the Liaison and Counselors. Students will also receive their monthly Power Up Digital Safety lesson during Advocacy. Students will also be given periodic culture surveys throughout the school year to give student voice to campus processes and our environment.

All sixth grade students are taking Reading as an Elective this school year so that those who need reinforcement or intervention have a strong literacy foundation and our Advanced learners will receive differentiated Reading Project-Based-Learning along with working on their TPSP projects. Seventh and Eighth grade students who did not meet grade level standard on Reading STAAR in 2022 will be placed into Reading as an Elective.

Professional Learning Communities are being led by the Campus Teacher Specialist who is providing structure and routine to planning, assessments, and meetings. This includes aligning Career Pathway Teachers with Effective Practices, Appraisers, and Department Chairs to ensure teacher support is strategic and regularly calibrated.

Regular T-TESS calibration and Effective Practices Professional Development is an expectation for all WBMS Appraisers. Systems of monitoring and tracking teacher development have been put into place.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Campus-wide, teachers have not been consistently documenting student accommodations or progress monitoring for students per their IEP.

Root Cause: Teachers (both general education and special education) have not experienced clear structures and processes for monitoring and have not had a significant amount of training to comply with Special Ed, Section 504, or IAT policy.

Problem of Practice 2: West Briar teachers and staff have not met the demand of 21st Century learning with digital technology that can enhance student learning and progress. Many do not use technology in their classroom with fidelity. **Root Cause:** Though West Briar survived the pandemic with Hybrid learning, there was little structure or support to ensure all staff members use digital learning and students did not all have laptops. Since students have not had laptops, this has not been a priority.

Perceptions

Perceptions Summary

West Briar's Core Values include: Integrity; Respect; Perseverance however without the structure or support of an SEL support team, there has not been an aligned focus towards student success. Student and staff attendance percentages continued to increase throughout the 2021-2022 SY, but this school year we will continue to recognize and reward attendance. Student attendance is monitored and rewarded daily by our Attendance Clerk and Deans. Systems for truancy have been initiated and home visits will be completed by the Social Worker, Counselors, and Attendance Clerk, when necessary. Though Staff attendance rates suffered during the 2021-2022 SY due to COVID-19 related illness, we are now targeting school culture as a motivator for Staff attendance. Staff culture surveys were given at the mid-year and end-of-year of the last school year and will be given at three points (BOY/MOY/EOY) throughout the 2022-2023 SY to ensure we continue to grow and utilize staff input in all decision-making. This includes a Campus Advisory Committee (CAC) that meets opposite months that have an SDMC meeting that includes a Campus Culture Committee. Though we have been met with a large turnover within the ELAR department, all staff members began the 2022-2023 SY with a positive attitude as we've boarded the Energy Bus. (This included staff bus rides throughout our attendance zone to allow staff members to truly see where our students come from and not have a narrow-minded view of West Briar's student body.)

Parent input indicates student culture concerns about fights occurring around campus last school year. West Briar has committed to an SEL focus for the 22-23 SY that is supported by Deans, Counselors, Social Worker, and SEL Liaison. Following-up to last school year's CHAMPS implementation, this year CHAMPS will continue to provide school-wide consistency and structures. The Campus Behavior Coordinator will collaborate closely with all Deans, the campus SEL Liaison, School Counselors, and Social Worker with the creation of a Campus Culture Committee. This committee also includes a new Teacher Pathway- Campus Culture Specialist- who periodically provides professional development and coaching to teachers on PBIS strategies for success. West Briar also has its very own Therapy Dog this school year- Otis- has been trained as a certified Therapy Dog and our School Social Worker as well. Otis will enhance the SEL of both students and staff.

West Briar is a sought-after middle school in the Houston ISD as enrollment is steadily growing even after the loss of learning from COVID-19. Boundary option requests have increased along with our enrollment, however enrollment of students will remain a goal for the 2022-2023SY. Past parent perceptions indicate a lack of community confidence specifically for students coming from Bush Elementary. They've asked for high expectations and consistency and in addition to top customer service, we are working this school year to get them back.

Perceptions Strengths

Principal Coffee Talks plus survey data have been initiated to include Parent Voice and community input on the campus they want West Briar to become. West Briar has an extremely active PTO that meets regularly and is excited to add back student socials and other activities that were not possible due to the Pandemic. Parent formal and informal survey data indicated a strong desire for West Briar to increase transparency and communication with Parents about their student's progress and activities. As a result, West Briar's Grizzly Gazette is the weekly Principal Newsletter offering the communication that Parents appreciate in addition to our AM Announcements being added to our campus web page. Along with Canvas, these tools are in place to keep parents informed as requested in multiple parent meetings and surveys.

Past survey data (2021) indicated a decline in school culture but that systems and structures (CHAMPS & communicated tools) have been put into place based upon this data. Campus consistency across grade-level houses is a significant goal for the 2022-2023SY as aligned to the leadership structure and protocols. Teachers and staff present each of the 10 Rules for the Ride of your Life at each Faculty Meeting.

West Briar is a Platinum-Certified Family Friendly school for the fourth year in a row as it has proven its dedication and commitment to working with families towards a common goal: achieving student success. This year, West Briar will seek to attain the Diamond-Certified Family Friendly school by continuing with this tradition of seeking parent input and support. The West Briar 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 input data (from current and prospective parents) reports a lack of professionalism by teachers and Front Desk staff as many parents seek private schools after Elementary school rather than continue to West Briar MS. **Root Cause:** Teacher PLC's have not sought out parent input nor have they maintained strong lines of communication with parents. Turnover has plagued the Front Office staff as Clerks have not remained for the entirety of a school year. Systems of communication have not been clear and consistent across campus.

Problem of Practice 2 (Prioritized): West Briar formal and informal survey data has previously indicated a toxic staff culture/environment. Teachers reported a lack of trust with administration and a lack of professionalism throughout the faculty. **Root Cause:** Significant Teacher turnover and administrator lack of communication and consistency has plagued West Briar. Systems and student expectations have lacked clarity and structure.

Problem of Practice 3 (Prioritized): During the 2021-2022 SY, West Briar students struggled with impulsivity and reacting to student conflicts. Student altercations (verbal and physical) increased from previous school years (65 fights). **Root Cause:** Post-pandemic student social-emotional capabilities was greatly hindered from a lack of socialization and interaction with the school setting. Students returned to in-person learning (100%), many for the first time in a year and a half.

Priority Problems of Practice

Problem of Practice 3: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019-current- 1%).

Root Cause 3: COVID-19 interruptions to the 2019-2020 & 2020-2021 school years caused significant loss of learning. During the 2020-2021 school year, an uncertified teacher was teaching all ESL classes.

Problem of Practice 3 Areas: Demographics

Problem of Practice 1: Student Math Achievement assessment scores- across grade-level and across student group- have underperformed all other content areas.

Root Cause 1: Beginning with the 2020 SY(the year after the COVID-19 pandemic), West Briar's Math achievement scores began to decline significantly. This includes achievement scores across student group and grade-level (6-8). Students are missing foundational Math concepts that forces Teachers to scaffold at a much higher pace than the scope and sequence allows.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 7: Campus-wide, teachers have not been consistently documenting student accommodations or progress monitoring for students per their IEP.

Root Cause 7: Teachers (both general education and special education) have not experienced clear structures and processes for monitoring and have not had a significant amount of training to comply with Special Ed, Section 504, or IAT policy.

Problem of Practice 7 Areas: School Processes & Programs

Problem of Practice 4: African American students have historically been assigned In-School Suspension (ISS) and Out-of-School Suspension (OSS) more than other student groups.

Root Cause 4: West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences and have not been trained to de-escalate situations according to a students culture or personality.

Problem of Practice 4 Areas: Demographics

Problem of Practice 2: Student Math Academic Growth is significantly underperforming across grade-level - specifically from one school year to the next. Students are not growing from one school year to the next in Math.

Root Cause 2: Student STAAR participation severely suffered in the 2020-2021 SY, which impacted the campus STAAR Academic Growth scores for all content-areas (57% participation). Further, students are still catching up from significant learning loss from breaks in learning (hybrid or virtual) due the COVID-19 pandemic.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 5: West Briar formal and informal survey data has previously indicated a toxic staff culture/environment. Teachers reported a lack of trust with administration and a lack of professionalism throughout the faculty.

Root Cause 5: Significant Teacher turnover and administrator lack of communication and consistency has plagued West Briar. Systems and student expectations have lacked clarity and structure.

Problem of Practice 5 Areas: Perceptions

Problem of Practice 6: African American and Hispanic students underperform their student group counterparts in ELAR (Masters & Approaches GL) Assessments and in Math (Masters and Approaches GL) Assessments.

Root Cause 6: Teachers struggle to adequately address learning gaps or identifying a need for interventions because they struggle differentiating based upon needs. This includes all formative and summative assessments throughout the school year.

Problem of Practice 6 Areas: Demographics

Problem of Practice 8: During the 2021-2022 SY, West Briar students struggled with impulsivity and reacting to student conflicts. Student altercations (verbal and physical) increased from previous school years (65 fights).

Root Cause 8: Post-pandemic student social-emotional capabilities was greatly hindered from a lack of socialization and interaction with the school setting. Students returned to in-person learning (100%), many for the first time in a year and a half.

Problem of Practice 8 Areas: Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- Equity data

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
- Other additional data

Board Goals

Revised/Approved: September 12, 2022

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.






Goal 1: The percentage of students performing meeting grade-level standard in ELAR as measured by the Meets Grade Level Standard on STAAR will increase by 3 percentage points.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the number of 8th grade students meeting Approaches grade-level standard in ELAR as measured by STAAR will increase by 5 percentage points.

Evaluation Data Sources: Common Assessments; Ren 360 Reading BOY/MOY/EOY; STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Reading Elective Teachers and English Teachers continuous student progress monitoring based on student assessment data (Ren 360, Common Assessments). Strategy's Expected Result/Impact: Teachers tracking student's data, holding data conferences, and posting data throughout classroom. Used in IAT, Section 504, and ARD meetings for accommodation planning and interventions. Staff Responsible for Monitoring: General education teachers, Special education teachers, Counselors, Deans, FAC Action Steps: Monthly Data meetings facilitated by FAC and Department Chairs. PLC meetings to plan interventions and instruction based upon data tracking. Freckle usage to supplement classroom instruction and to support progress monitoring. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 5%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Measurable Objective 1 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-current- 1%). **Root Cause:** COVID-19 interruptions to the 2019-2020 & 2020-2021 school years caused significant loss of learning. During the 2020-2021 school year, an uncertified teacher was teaching all ESL classes.

Measurable Objective 2: Increase the number of African American and Hispanic students meeting grade-level standard in ELAR as measured by STAAR will increase by 5%.

Evaluation Data Sources: Common Assessments; Ren 360 Reading BOY/MOY/EOY; STAAR Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Effectively progress monitor student groups on all common assessments, Ren 360 assessments, and course failure data by discussing in PLC/ Grade-level meetings. Strategy's Expected Result/Impact: Student progress on assessment data is encouraged and celebrated throughout the school year. When trends are realized, interventions are put into place and/or adjustments are made. Staff Responsible for Monitoring: Teachers; Teacher Specialist (FAC); Appraisers/ Grade-level Deans Action Steps: Teachers will meet regularly in PLC and with FAC to evaluate both formative and summative assessments and to identify effective instructional strategies based on student's academic needs. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2 Problems of Practice:

Demographics

Problem of Practice 2: African American students have historically been assigned In-School Suspension (ISS) and Out-of-School Suspension (OSS) more than other student groups. **Root Cause:** West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences and have not been trained to de-escalate situations according to a students culture or personality.

Board Goal 2: 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.






Goal 1: The percentage of all students achieving at or above Meets Grade Level Standard on STAAR Math will increase by 5 percentage points.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase student achievement in Math for student groups- African American (20% to 25%); Hispanic (37% to 42%); Economically Disadvantaged (29% to 34%).

Evaluation Data Sources: Ren 360 BOY/MOY/EOY; Carnegie Math Assessments; STAAR-Interim; STAAR Released

Strategy 1 Details	Reviews			
Strategy 1: Carnegie Math Curriculum will be implemented across grade-level with fidelity and consistency throughout the 2022-2023 SY. Strategy's Expected Result/Impact: African American, Hispanic, and Economically Disadvantaged student groups will show incremental progress throughout all assessments. Staff Responsible for Monitoring: Teachers, Teacher Specialist, Department Chair, Appraisers, District Carnegie Coaches Action Steps: Math PLC's will meet bi-weekly after having internalized Teacher Implementation Guides to strategically sequence Carnegie Math learning activities. Mathia will be utilized with fidelity to successfully scaffold learning and provide intervention and differentiation for student groups and based upon student need. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Student Math Achievement assessment scores- across grade-level and across student group- have underperformed all other content areas. Root Cause: Beginning with the 2020 SY(the year after the COVID-19 pandemic), West Briar's Math achievement scores began to decline significantly. This includes achievement scores across student group and grade-level (6-8). Students are missing foundational Math concepts that forces Teachers to scaffold at a much higher pace than the scope and sequence allows.

Student Learning

Problem of Practice 2: Student Math Academic Growth is significantly underperforming across grade-level - specifically from one school year to the next. Students are not growing from one school year to the next in Math. **Root Cause:** Student STAAR participation severely suffered in the 2020-2021 SY, which impacted the campus STAAR Academic Growth scores for all content-areas (57% participation). Further, students are still catching up from significant learning loss from breaks in learning (hybrid or virtual) due to the COVID-19 pandemic.

Measurable Objective 2: Increase academic growth for students in Math- across grade-levels (6-8) and across course level (HISD ADV, On-Level, GT) to increase students academic growth score for STAAR Math 2023 as compared to STAAR Math 2022.

Evaluation Data Sources: Ren 360 BOY/MOY/EOY; Carnegie Math Assessments; Mathia student tracking; STAAR-Interim; STAAR Released

Strategy 1 Details	Reviews			
<p>Strategy 1: Carnegie Math- Mathia is used with fidelity and consistency throughout the 2022-2023 SY and according to the campus implementation guides scope and sequence.</p> <p>Strategy's Expected Result/Impact: Students in grades 6, 7, & 8 will demonstrate academic growth (scaled improvement from 2022 to 2023) in Math.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Department Chair, Appraisers, Principal, Carnegie Math Coaches, Teacher Specialist</p> <p>Action Steps: Regular progress monitoring of student Mathia usage and interventions based upon progress. Monitoring of Teacher Mathia usage by Principal and Appraisers to ensure Mathia implementation. PLC discussions and professional development of Mathia usage and best practices.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Math Intervention teachers support the Carnegie Math implementation by complimenting scope and sequence and providing follow-up small group instruction targeting student deficiencies. Strategy's Expected Result/Impact: Students in need of intervention will receive necessary scaffolding and intervention support as a result of progress monitoring and small group instruction. Students demonstrate academic growth to successfully meet at least approaches grade level standard on STAAR Math. Staff Responsible for Monitoring: Math Intervention Teachers, Appraisers, Teacher Specialist Action Steps: Hired an additional ESSER Intervention Math Teacher for the 2022-2023 SY. Math Intervention Teachers attend all Math PLC's to ensure alignment between grade levels and within the Math Department. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning
<p>Problem of Practice 1: Student Math Achievement assessment scores- across grade-level and across student group- have underperformed all other content areas. Root Cause: Beginning with the 2020 SY(the year after the COVID-19 pandemic), West Briar's Math achievement scores began to decline significantly. This includes achievement scores across student group and grade-level (6-8). Students are missing foundational Math concepts that forces Teachers to scaffold at a much higher pace than the scope and sequence allows.</p> <p>Problem of Practice 2: Student Math Academic Growth is significantly underperforming across grade-level - specifically from one school year to the next. Students are not growing from one school year to the next in Math. Root Cause: Student STAAR participation severely suffered in the 2020-2021 SY, which impacted the campus STAAR Academic Growth scores for all content-areas (57% participation). Further, students are still catching up from significant learning loss from breaks in learning (hybrid or virtual) due the COVID-19 pandemic.</p>

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: All students in grades 7-8 will log into their My Naviance Account and complete their My Personal Highway.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of students in grades 7-8 will log into their My Naviance Account and complete their My Personal Highway.

Evaluation Data Sources: Naviance Reports

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students in grades 7-8 will access and log into their My Naviance Account through their Advocacy class in the Spring Semester. Strategy's Expected Result/Impact: Students will be introduced to their Naviance account and begin career planning leading to their 4 year High School Plan. Staff Responsible for Monitoring: 7th/8th Grade Counselors; 7th/ 8th Grade Deans Action Steps: Students will successfully log into their Naviance account. Students will complete their My Personal Highway in Naviance. Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: 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.






Goal 1: The percentage of students receiving Special Education services reading at or above the Meets Grade Level Standard on STAAR 6-8 Reading will increase 5 percentage points (21% to 26%).

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: All general education and special education teachers will be able to demonstrate progress monitoring for student's ELAR and Social Studies IEP Goals.

Evaluation Data Sources: IEP's, Progress Monitoring documents; ARD Paperwork; Student Assessment data






Strategy 1 Details	Reviews			
Strategy 1: Continuous progress monitoring and tracking of special education student's assessment data and IEP goals. Strategy's Expected Result/Impact: Teachers tracking student's data and students progress in Easy IEP and in data tracking documentation. Staff Responsible for Monitoring: General Education Teachers; Special Education Teachers; Deans/Appraisers Action Steps: Co-teacher inclusion model for our special education students involves co-teachers within PLC meetings to discuss instruction, progress, and accommodations. Special Education case managers track student ELAR progress and advocate for students in classrooms recommending best practices and/or accommodations for success. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus-wide, teachers have not been consistently documenting student accommodations or progress monitoring for students per their IEP. Root Cause: Teachers (both general education and special education) have not experienced clear structures and processes for monitoring and have not had a significant amount of training to comply with Special Ed, Section 504, or IAT policy.

Measurable Objective 2: Special education student academic growth will increase by 3 percentage points on all ELAR assessments from the 2022 SY to the

Evaluation Data Sources: Ren 360 BOY/MOY/EOY; Common Assessments; STAAR-Interim; STAAR Released; STAAR ELAR

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students course grades and assessment scores will reflect academic growth and teachers will monitor student's academic progress.</p> <p>Staff Responsible for Monitoring: General and Special Education Teachers; Teacher Specialist; ELAR Department Chair; Effective Practices Coach; Appraisers</p> <p>Action Steps: PLC's will include Special Education Co-Teachers during PLC & Data meetings to monitor student progress and growth. Special Education staff will recommend strategies and best practices to General Education teachers based upon student's unique needs. Professional Development will be ongoing to meet the needs of Special Education students.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE- Increase student attendance by 3% points and accurately account for student attendance using consistent systems.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase individual student attendance by 3% points across grade-level.

Evaluation Data Sources: Power school reports run daily and by progress grading periods (every three weeks).

Strategy 1 Details	Reviews			
Strategy 1: Provide student individual and grade-level 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, which results in student learning and campus funding. Staff Responsible for Monitoring: SIR, Attendance Clerk, Deans, Counselors, Principal Action Steps: Counselors and Deans will promote and celebrate student attendance by grade-level and the Principal will celebrate at the end of each grading cycle. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals


Goal 2: DISCIPLINE- There will be a 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: Campus will 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 reports; Student Attendance

Strategy 1 Details		Reviews			
Strategy 1: Campus administrators will follow decision-making Discipline Management Plan (flow-chart) for all teacher referrals that includes student behavior contracts, social contracts, mediations, and restorative practices. Strategy's Expected Result/Impact: Campus-wide discipline procedures will be followed with consistency and follow-up. Students will remain in class learning. Staff Responsible for Monitoring: Deans, Principal, ISS Teacher, Counselors Action Steps: Teachers and admin follow Discipline management Plan from Day one- includes Teachers implementing Level 1/PBIS strategies within their classroom management plan. Deans follow-up and monitor teacher's parent communication logs. Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: 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 clear and consistent school-wide expectations for		Formative			Summative
		Nov	Jan	Mar	June

hallways (across grade-level) cafeteria, and other school-wide locations.

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

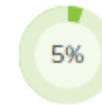
Action Steps: Rewards for positive student behaviors.

CHAMPS reminders/assemblies, as needed.

Advocacy lessons, when needed.

Title I:

2.5



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 2: African American students have historically been assigned In-School Suspension (ISS) and Out-of-School Suspension (OSS) more than other student groups. **Root Cause:** West Briar has historically focused on punitive consequences of removing students from instruction rather than more restorative consequences and have not been trained to de-escalate situations according to a students culture or personality.

Perceptions

Problem of Practice 3: During the 2021-2022 SY, West Briar students struggled with impulsivity and reacting to student conflicts. Student altercations (verbal and physical) increased from previous school years (65 fights). **Root Cause:** Post-pandemic student social-emotional capabilities was greatly hindered from a lack of socialization and interaction with the school setting. Students returned to in-person learning (100%), many for the first time in a year and a half.

Board Goal 5: N/A - Additional Campus Goals






Goal 3: VIOLENCE PREVENTION- 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: Bullying (including cyberbullying) will be reported to Deans, Counselors/Social Worker, Teachers or staff member.






Evaluation Data Sources: See something/Say something app usage; Power school discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Students will be trained in and will utilize the See Something/ Say Something reporting system and all reports will be followed-up on with appropriate intervention.</p> <p>Strategy's Expected Result/Impact: Reduction in bullying incidents requiring consequences and students see that reports are followed up on.</p> <p>Staff Responsible for Monitoring: Principal, Deans, Counselors, Social Worker</p> <p>Action Steps: All students will be trained on the Sandy Hook program and Say Something app. Paper incident reports will be submitted to Deans through Teachers and the House Secretary.</p> <p>Title I: 2.5, 2.6</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:

Perceptions
<p>Problem of Practice 2: West Briar formal and informal survey data has previously indicated a toxic staff culture/environment. Teachers reported a lack of trust with administration and a lack of professionalism throughout the faculty. Root Cause: Significant Teacher turnover and administrator lack of communication and consistency has plagued West Briar. Systems and student expectations have lacked clarity and structure.</p> <p>Problem of Practice 3: During the 2021-2022 SY, West Briar students struggled with impulsivity and reacting to student conflicts. Student altercations (verbal and physical) increased from previous school years (65 fights). Root Cause: Post-pandemic student social-emotional capabilities was greatly hindered from a lack of socialization and interaction with the school setting. Students returned to in-person learning (100%), many for the first time in a year and a half.</p>

Measurable Objective 2: School Counselors will implement a comprehensive guidance program aimed at increasing student's SEL awareness as well as provide short-term counseling to encourage healthy relationships and mediation.

Strategy 1 Details	Reviews			
Strategy 1: Social-emotional component added to parent newsletters, coffee talks, parent engagement meetings, and Advocacy Lessons. Strategy's Expected Result/Impact: Increased awareness of a variety of school violence and mental health topics applicable to middle school students. Staff Responsible for Monitoring: School Counselors; Social Worker; SEL Liaison Action Steps: Parent engagement/FACE/Title I meetings planned around timely topics/needs assessments. Advocacy Lessons utilized SEL curriculum- Rethink Ed School Counselors create SEL Calendar of topics. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Perceptions
<p>Problem of Practice 2: West Briar formal and informal survey data has previously indicated a toxic staff culture/environment. Teachers reported a lack of trust with administration and a lack of professionalism throughout the faculty. Root Cause: Significant Teacher turnover and administrator lack of communication and consistency has plagued West Briar. Systems and student expectations have lacked clarity and structure.</p> <p>Problem of Practice 3: During the 2021-2022 SY, West Briar students struggled with impulsivity and reacting to student conflicts. Student altercations (verbal and physical) increased from previous school years (65 fights). Root Cause: Post-pandemic student social-emotional capabilities was greatly hindered from a lack of socialization and interaction with the school setting. Students returned to in-person learning (100%), many for the first time in a year and a half.</p>

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION- Co-teach Special Education Teachers will follow an inclusion model of instruction throughout Math, ELAR, Science, and Social Studies classrooms while maintaining student's IEP's/ documentation at 100% compliance.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Special Education Teachers will be given planning time to work on student paperwork and will plan regularly with general education Teachers.

Evaluation Data Sources: Easy IEP reports; ARD meetings; PLC Agendas; Progress Monitoring; Accommodations documentation

Strategy 1 Details		Reviews			
Strategy 1: Special Education Teachers share student best practices, accommodations, and intervention strategies with general education teachers during PLC's- once a month and as needed. Strategy's Expected Result/Impact: General Education teachers feel comfortable going to case managers and co-teachers for assistance. Staff Responsible for Monitoring: Deans, Principal, Special Ed Department Chair/ Learning Accoms Specialist, Teachers Action Steps: Special education strategies discussed during T-TESS Conferences. Special Education strategies shared during Faculty Meetings and Professional Development throughout the school year. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus-wide, teachers have not been consistently documenting student accommodations or progress monitoring for students per their IEP. Root Cause: Teachers (both general education and special education) have not experienced clear structures and processes for monitoring and have not had a significant amount of training to comply with Special Ed, Section 504, or IAT policy.

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: Administrators will regularly monitor best practices for EL, Dyslexia, Special Education, and GT students to support teachers with strategies for differentiating instructional activities to meet the unique needs of students.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Teachers are able to discuss and document student's service plan accommodations, interventions, and create lesson plans that include differentiated instructional strategies based upon student data.

Evaluation Data Sources: Canvas Courses/ Lesson Plans; T-TESS observations and conferences; PLC Agendas; Professional Development; Coaching Documents; Data Tracking protocols; Section 504 ; Special Education ; GT Service plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: During T-TESS Observations and Conferences, Appraisers will observe and look for differentiation across all student groups and Teachers will demonstrate small group instruction/differentiating and data tracking as well as discuss in PLC meetings.</p> <p>Strategy's Expected Result/Impact: Teachers regularly supporting and discussing student interventions and activities to support higher-level learning evident in lesson plans and observations. Students unique needs are met according to their service plans.</p> <p>Staff Responsible for Monitoring: Teachers, Appraisers, Department Chairs, Teacher Specialist, Career Pathway Teachers</p> <p>Action Steps: Specific time dedicated in PLC meetings and T-TESS conferences for teachers to show student documentation and evidence of differentiation. Teachers track progress on formative and summative assessments based upon objectives taught. Teacher Specialist, Section 504 Coordinator, and Special Education Administrator coach Teachers on best practices for planning based on data.</p> <p>Title I: 2.4, 2.6</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Percentage of EL students meeting exit criteria has steadily decreased in the last three school years (2019-current- 1%). Root Cause: COVID-19 interruptions to the 2019-2020 & 2020-2021 school years caused significant loss of learning. During the 2020-2021 school year, an uncertified teacher was teaching all ESL classes.</p>

School Processes & Programs

Problem of Practice 1: Campus-wide, teachers have not been consistently documenting student accommodations or progress monitoring for students per their IEP. **Root Cause:** Teachers (both general education and special education) have not experienced clear structures and processes for monitoring and have not had a significant amount of training to comply with Special Ed, Section 504, or IAT policy.

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT- West Briar will maintain Platinum level family and community engagement status by increasing parent communication, school transparency, and parent meetings throughout the school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: West Briar MS will earn the Diamond Level status within the Houston ISD Family and Community Engagement framework by active PTO/parent participation to foster parents as partners in ensuring student succeed.

Evaluation Data Sources: FACE Family Friendly Schools Guidelines; Title I Documentation; Family BOY/MOY/EOY surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: West Briar will hold multiple parent meetings throughout the school year to promote student success and well-being and Parent communication will offer campus transparency and clear messages to bridge parent/school relationships.</p> <p>Strategy's Expected Result/Impact: Parents will be kept informed of campus information/ activities. Messaging systems will be consistent and posted in multiple places (calendar; website; newsletter, etc.).</p> <p>Staff Responsible for Monitoring: FACE Parent Liaison (Social Worker); School Counselors; Principal; Deans; Teachers</p> <p>Action Steps: Canvas LMS courses will be regularly updated to show student activities/ classroom expectations. Weekly newsletter will include all weekly/upcoming activities and information. Campus website will be updated regularly and structure re-organized. AM Campus Announcements will be available digitally.</p> <p>Title I: 2.5, 2.6</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:

Perceptions
<p>Problem of Practice 2: West Briar formal and informal survey data has previously indicated a toxic staff culture/environment. Teachers reported a lack of trust with administration and a lack of professionalism throughout the faculty. Root Cause: Significant Teacher turnover and administrator lack of communication and consistency has plagued West Briar. Systems and student expectations have lacked clarity and structure.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES- The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grade 7), Hearing Screening (Grade 7), Type 2 Diabetes (Grade 7), Spinal Screening (Grades 6), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened,

Measurable Objective 2: VISION SCREENING at Grade 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE.

Measurable Objective 3: HEARING SCREENING at Grade 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grade 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE.

Measurable Objective 5: 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 2022-2023.

Evaluation Data Sources: School Nurse/Health Wellness Team

Measurable Objective 6: 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: School Nurse; Coaches - anyone certified in CPR/AED

Board Goal 5: N/A - Additional Campus Goals

Goal 8: 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

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

Board Goal 5: N/A - Additional Campus Goals






Goal 9: OTHER UNMET: Science/Social Studies: Increase student achievement in all students meeting grade-level standard in Science & Social Studies by 5 percentage points (Science- 75% to 80%; Social Studies- 76% to 81%).

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase student achievement for African American and Hispanic students in Science/Social Studies meeting grade-level standard by 5 percentage points.

Evaluation Data Sources: Ren 360 BOY/MOY/EOY; Carnegie Math Assessments; STAAR-Interim; STAAR Released

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Data-driven instruction focusing on African American and Hispanic students in Science and Social Studies PLC meetings.</p> <p>Strategy's Expected Result/Impact: Both African American and Hispanic student groups will make academic progress on campus assessments in Science and Social Studies.</p> <p>Staff Responsible for Monitoring: Teachers, Appraisers, Department Chairs, Teacher Specialist, Career Pathway Coaches; HISD Social Studies/Science Coaches</p> <p>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.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 3: African American and Hispanic students underperform their student group counterparts in ELAR (Masters & Approaches GL) Assessments and in Math (Masters and Approaches GL) Assessments. Root Cause: Teachers struggle to adequately address learning gaps or identifying a need for interventions because they struggle differentiating based upon needs. This includes all formative and summative assessments throughout the school year.</p>

Measurable Objective 2: Increase student achievement for Special Education students in the percentage of students meeting grade-level standard by 5

percentage points in Science and Social Studies.

Evaluation Data Sources: Ren 360 BOY/MOY/EOY; Carnegie Math Assessments; STAAR-Interim; STAAR Released; IEP Progress Monitoring

Strategy 1 Details	Reviews			
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 and Admin monitors structures for monitoring. PLC data conversations and collaboration on student data in regular meetings. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: African American and Hispanic students underperform their student group counterparts in ELAR (Masters & Approaches GL) Assessments and in Math (Masters and Approaches GL) Assessments. Root Cause: Teachers struggle to adequately address learning gaps or identifying a need for interventions because they struggle differentiating based upon needs. This includes all formative and summative assessments throughout the school year.
School Processes & Programs
Problem of Practice 1: Campus-wide, teachers have not been consistently documenting student accommodations or progress monitoring for students per their IEP. Root Cause: Teachers (both general education and special education) have not experienced clear structures and processes for monitoring and have not had a significant amount of training to comply with Special Ed, Section 504, or IAT policy.

Board Goal 5: N/A - Additional Campus Goals

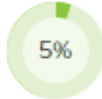
Goal 10: POWER UP: West Briar MS will implement a comprehensive Plan for Power Up (1-1 program) as well as the use of Canvas as a home base learning management system to increase student achievement and equity of access to resources.

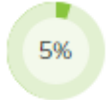




Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: West Briar students will receive regular Power Up Digital Safety and Instructional Tools training to enhance their digital tech toolbox and so that they collaborate and participate in authentic learning activities with technology.

Evaluation Data Sources: Power Up Surveys; Canvas usage; Grade reports; Teacher Canvas pages; Student digital assignment submission.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Students will receive monthly Power Up Digital Safety Lessons through Advocacy to ensure smart and safe use of technology and chrome books.</p> <p>Strategy's Expected Result/Impact: Students will adhere to the Power Up Acceptable Use Policy and Cyber Safety Guidelines.</p> <p>Staff Responsible for Monitoring: AIT; UDT; Teacher Specialist; Appraisers; Teachers</p> <p>Action Steps: Monthly Power Up lessons for students. 1-1 Power Up support for Parents and Students, Power Up Student Tech team created and utilized for helping students and staff. Power Up Portfolio submission (EOY)</p> <p>Title I: 2.4, 2.5, 2.6</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers/ Staff will receive monthly Power Up Professional Development and have access to ongoing digital technology PD (self-paced) and will be able to receive Canvas and Power Up support, as needed.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will successfully grow according to the Levels of Technology Integration (TIM-O) framework and will use Canvas & Chromebooks regularly and consistently in their classroom.</p> <p>Staff Responsible for Monitoring: AIT; UDT; Teacher Specialist; Appraisers; Teachers; District AIT staff</p> <p>Action Steps: All WBMS staff must include one Power Up goal in their BOY Goal-Setting (T-TESS; NTAS; SLAS). Monthly Tech lessons for teachers following Levels of Technology Integration (TIM-O) framework. Ongoing Tech Integration PD opportunities shared with staff regularly to support Campus Goals. Lesson Plans must include Power Up tech integration and be uploaded to Canvas each week.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 099 West Briar Middle School

Total SCE Funds: \$71,158.26

Total FTEs Funded by SCE: 0.7

Brief Description of SCE Services and/or Programs

ESL Teacher needed to ensure students make academic progress and eventually exit the ESL program.

Personnel for 099 West Briar Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Iracema Alanis	ESL Teacher	0.7

Title I

1. 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).

We will continue this school year accelerating 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.

2. Campus Improvement Plan

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 Meeting

The SIP was made available to parents by: **WILL ADD DATE OF UPLOAD.**

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 Canvas/Digital Resources 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 and Master Schedule to meet the needs of students. We've reduced the transition time between class periods this school year and therefore, each class is given at least 50 minutes of instructional time. An Advocacy Period has been added to our Bell Schedule, once a week to enhance the overall education of students by including SEL lessons and Power UP Digital Safety. This is important to creating a well-rounded educational environment and fostering the whole student. 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 the Get Better Fast Scope & Sequence and Action Steps to increase student 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 T-TESS effective practices.
- Proficient Tier 1 explicit instruction taking place in all content areas: Math, ELA, Science, & Social Studies
- PLC At-Bats and teacher observations to demonstrate best practices and learn from one another as well as Career Pathway Coaches assisting with Teacher growth in effective practices.
- Appraisers participate in instructional rounds to calibrate on T-TESS instructional Practices.
- Small Group instruction based on student data needs- specifically balanced literacy and data tracking. Math workshop model introduced to provide

targeted, small group intervention based on student data.

- Get Better FASTER Action Steps include both Management and Rigor Action steps to reinforce high quality instruction practices.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see TitleIcrate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: 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 - Kara Bemis (PTO President)
- Teacher- Jessica Guillory (ELA Teacher)
- Dean- Russell Sassin (7th grade Dean/Title I Coordinator)
- Dean- Demerick Johnson (8th grade Dean)
- Counselor- Kendra Boutte (7th grade and Title I support)
- Teacher- Theresa Landrum (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 & PTO Meetings; Open House/ Title I Parent Meeting, etc.
- Lunch and Learn Campus Updates & Q/A Sessions each Month
- Continue to build Community Partnerships
- Monthly Grade-Level Meetings and Q/A Sessions with Deans/Teachers

4.2: Offer flexible number of parent involvement meetings

Please see TitleIcrate for the following documentation.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Madison Taylor	Social Worker	Social Worker/ Family Engagement	1.0
Theresa Landrum	Reading Intervention Teacher	ELAR/ Dyslexia	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Geoffrey Phillips	Teacher
Classroom Teacher	Jordan Shaw	Teacher
Parent	Kara Bemis	Parent
Classroom Teacher	Jessica Guillory-Hauch	Teacher Leader
Classroom Teacher	Vivian Cook	Teacher
Administrator	Kendra Stokes	Special Ed Admin
Business Representative	Abraham Mathew	Business- Buckner Retirement Services
Community Representative	John Bender	Community Member
Community Representative	Nathan Smith	Community Member
Administrator	Lea Mishlan	Principal/ Chair
Paraprofessional	Compassion Anderson	Non-Classroom Prof- General Clerk
Non-classroom Professional	Julissa Chavez	Non-Classroom Prof- School Counselor
Parent	Amanda Hellman	Parent

Addendums

		2022	Difference between 2022 & 2019 STAAR Achievement	57% STAAR Participation	2021	2019	2018		HISD	State
6 Reading										
	Approaches	74%	3 pts		65%	71%	75%		62%	69%
	Meets	52%	10pts		32%	42%	48%		38%	42%
	Masters	33%	11 pts		17%	22%	24%		22%	22%
7 Reading										
	Approaches	83%	4 pts		73%	79%	80%		75%	78%
	Meets	60%	4 pts		52%	56%	55%		52%	54%
	Masters	42%	10 pts		28%	38%	36%		35%	36%
8 Reading										
	Approaches	82%	7 pts		68%	89%	85%		77%	82%
	Meets	64%	5 pts		43%	69%	58%		55%	56%
	Masters	42%	1 pt		19%	41%	33%		37%	36%
6 Math										
	Approaches	68%	14 pts		68%	82%	81%		63%	72%
	Meets	38%	16 pts		45%	54%	51%		31%	37%
	Masters	18%	12 pts		23%	30%	22%		13%	15%
7 Math										
	Approaches	43%	32 pts		39%	75%	79%		54	59
	Meets	13%	30 pts		9%	43%	39%		27	29
	Masters	3%	10 pts		1%	13%	20%		12	12
8 Math										
	Approaches	70%	14 pts		49%	84%	91%		61%	69%
	Meets	41%	24 pts		24%	65%	67%		31%	38%
	Masters	14%	5 pts		6%	19%	27%		11%	13%
Alg 1										
	Approaches	91%	9 pts		90%	100%	100%			
	Meets	65%	26 pts		58%	91%	93%			
	Masters	50%	20 pts		32%	70%	70%			
8 Science										
	Approaches	71%	14 pts		72%	85%			64%	73%
	Meets	48%	7 pts		51%	55%			37%	43%
	Masters	28%	1 pt		28%	29%			20%	22%
8 SS										
	Approaches	71%	14 pts		57%	85%			48%	59%
	Meets	42%	17 pts		23%	59%			21%	27%
	Masters	28%	11 pts		7%	39%			13%	17%

*Green = Increase in STAAR percentage

*Orange = Decrease in STAAR percentage

Of Note - For Math STAAR - Though all STAAR Achievement percentages have decreased since the 2019 school year, the majority of percentages have increased since 2021.

Preservice At-a-Glance

Monday, August 8 th	Tuesday, August 9 th	Wednesday, August 10 th	Thursday, August 11 th	Friday, August 12 th
<i>Campus Day</i>	<i>District Day</i>	<i>District Day</i>	<i>District Day</i>	<i>Academic PD Day</i>
West Briar MS	Various Locations	Various Locations	Various Locations	Various Locations
8:15 am – 4:00 pm	8:30 am – 4:15pm	8:30 am – 4:15pm	8:30 am – 4:15pm	8:30 am – 4:15pm

Monday, August 15 th	Tuesday, August 16 th	Wednesday, August 17 th	Thursday, August 18 th	Friday, August 19 th
<i>Teacher Workday (WBMS)</i>	<i>Campus Day</i>	<i>Campus Day</i>	<i>Campus Day</i>	<i>Campus Day</i>
8:15 am – 4:00 pm**	8:15 am – 4:00 pm	8:15 am – 4:00 pm	8:15 am – 4:00 pm	8:15 am – 4:00 pm

Preservice Notes

- [Houston ISD Pre-Service E-learning Website](#)
 - Must Sign up for training in One Source
- [Houston ISD Compliance Courses](#)- posted in One Source
- Canvas Training must be completed by **August 19th**.
 - [Canvas Training Info Page](#)
- [Multilingual PD Offerings 22-23](#)



Monday, August 8th Plan- Campus Day

8:30-11:00	Welcome Back- Auditorium	Principal Mishlan
	Introductions <ul style="list-style-type: none"> • <i>Who's who</i> Support + Canvas/ Tech Help Team Building <ul style="list-style-type: none"> • Beach Ball • Walk the Line Vision & Mission <ul style="list-style-type: none"> • Vision Boards Energy Bus Presentation <ul style="list-style-type: none"> • Energy Bus Faculty Mtg Assignments Grizzly Agreements <ul style="list-style-type: none"> • Faculty Handbook Highlights 	Mishlan Merriweather/ Salazar Mishlan Walker Moody Admin Team
11:30-12:30	LUNCH	Provided by PTO
1:00-2:00	Field Trip- West Briar Zone	School Bus Ramp
2:30-3:15	Field Trip Takeaways- Cafeteria <ul style="list-style-type: none"> • Closing- Preservice Plan 	Admin Team
3:15-4:00	Classroom Set-Up/ PLC Time	
	<ul style="list-style-type: none"> • Mentor Meetings- RM TBD 	Phillips- CIC

Tuesday, August 9th – Friday, August 12th - District PD Days

Monday, August 15th – WORKDAY

Tuesday, August 16th - Campus Day

8:30-9:30 Cafe	Grizzly Agreements – Cafeteria	Mishlan/ Walker
	Beach Ball Topics Faculty Handbook Reminders Accessing the Energy Bus E-Book	Positive Energy Cards- Cycle 1 Challenge
10:00-12:00 Cafe	T-TESS Training <ul style="list-style-type: none"> • Need highlighter & computer • Teachers appraised by T-TESS only. 	Mishlan* <ul style="list-style-type: none"> · Milder- <i>Effective Practices Specialist</i> · Guillory- <i>Instructional Excellence</i> · Alanis- <i>Multicultural</i> · Cook- <i>Campus Culture Specialist</i> · Walker- <i>Instructional</i> · Merriweather- <i>Tech Instructional</i>
12:00-1:30	LUNCH	On your own
1:30-4:00* Cafe	Canvas Set-Up Instructions – Cafeteria <ul style="list-style-type: none"> • Bring Laptop • WBMS Canvas Expectations 	Merriweather Walker
<p>*Time includes follow-up in PLC's: <i>Following whole-group Canvas Session- PLC's will meet to work together on Expectations & Admin will be available for assistance.</i></p>		

Wednesday, August 17th – Campus Day

Time	Topic			Presenters				
9:30-10:00 Auditorium	Morning Check-In/ Meeting- ALL staff <ul style="list-style-type: none">Grizzly Agreements/ Faculty Handbook RemindersCampus Accountability			Mishlan				
10:00-12:00	Station Rotation							
*See Station Rotations in sidebar				Station Rotations	1- E104	2- A127	3- Cafe	4- AUD
1 - Student Support		E104	Taylor + Boutte + Baadu	10:00-10:30	MATH	ELAR	SCI/ Fine Arts	SS/ PE
2 - Section 504/ IAT		A127	Chavez + Moody	10:35-11:05	SS/ PE	MATH	ELAR	SCI/ Fine Arts
3 - Campus Safety		Cafe	Johnson + Love	11:10-11:40	SCI/ Fine Arts	SS/ PE	MATH	ELAR
4 - Special Education		AUD	Stokes + Holmes	11:45-12:15	ELAR	SCI/Fine Arts	SS/PE	MATH
12:00-1:30 LUNCH (on your own)								
PLC Time w/Appraiser/ Dept Chair*								
Using Canvas training from yesterday, begin to complete the below checklist:								
1:45-3:30	<ul style="list-style-type: none">'22-'23 Lesson Plan Template- review and ask questionsSub Plans- reporting/ preparing for absencesPLC Calendar/ ExpectationsT-TESS Appraisal CalendarCanvas Questions- Merriweather/ Walker will rotate through PLC's							
*Math Dept: Carnegie Trainer with your PLC during Time- in B201								

Thursday, August 18th – Campus Day

8:30-9:50 Cafe	Morning Check-In/ Meeting	Mishlan	
	<ul style="list-style-type: none"> Campus Discipline Plan Advocacy 	Stokes/ Deans Counselors	
10:00-11:15	House Meetings		
	<ul style="list-style-type: none"> 6th House – RM F205 		
	<ul style="list-style-type: none"> 7th House - RM D202 		
	<ul style="list-style-type: none"> 8th House - RM B211 		
11:30-1:00	LUNCH		
1:30-3:15	Choice Sessions	Choose 3 sessions from below list following session times at left and room numbers below. <i>Session notes turned into Appraiser.</i>	
	<ul style="list-style-type: none"> Session 1 - 1:30 - 2:00 Session 2- 2:05 - 2:35 Session 3 – 2:40 – 3:10 		
	<ul style="list-style-type: none"> Rewards & Consequences 	B104	Milder
	<ul style="list-style-type: none"> ESL Cross-Curricular Support 	D105	Alanis
	<ul style="list-style-type: none"> QSSSA & Content vs Lang Objectives 	F205	Guillory
	<ul style="list-style-type: none"> Communicating with students/ Check-ins/Outs 	A125	Maneen
	<ul style="list-style-type: none"> Digital Toolbox: Book Creator 	Cafe	Merriweather/ Drexler
	<ul style="list-style-type: none"> Class Behavior (Entry/Exit/Knowing Student) 	E104	Phillips/ Cook/ Broussard
	<ul style="list-style-type: none"> New Teacher Support- Gradebooks 	B108	Levenson
	<ul style="list-style-type: none"> STAAR 2.0/ Redesign 	B211	Walker

Friday, August 19th – Campus Day

8:45-9:50 Cafe	August PD Wrap-Up/ First Week Procedures	Mishlan
	Energy Bus- Rule #1- YOU Drive your Bus!	Admin Team
	First Week Procedures/ Routines <ul style="list-style-type: none"> • First Day Procedures • Attendance Procedures • First Week Bell Schedule • Student Handbook Review • Absence Reporting • Q & A 	Lamar/ Anderson/ Admin Team/ Scott
10:00 – 11:30	Restorative Practices	HISD SEL
12:00-1:30	LUNCH	On your own
1:30-2:00	House Check-in	Downstairs foyer of House or TBA
	<ul style="list-style-type: none"> • House Rules Review- Week 1 Key Points • House Q & A 	
2:00-4:00	Teacher Work Time	
	<ul style="list-style-type: none"> • Prep for Day 1 • Room set-up • Power Up set-up/ prep 	



Canvas Training Due by: 4PM Today!

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name: West Briar MS

Campus # 099

Principal Name: Lea Mishlan

School 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 Sept 20, 2022 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

9/19/22
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

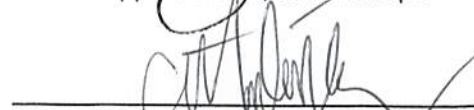
9/19/22
Date


SDMC Teacher Representative

9/19/22
Date


School Support Officer/Lead Principal

10/6/2022
Date


School Office Assistant Superintendent

10/7/2022
Date

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

Date