

**INTEGRITY**

**RESPECT**

**PERSISTENCE**

**#GRIZZLYVALUES**



# West Briar Middle School

Shared Decision-Making  
Committee (SDMC)

**2023-2024SY**

School Action Plan

Integrity, Respect, Perseverance

# Agenda

- ◉ LEAD System
- ◉ Action Plan

Integrity, Respect, Perseverance



# 2023-2024 LEAD At-A-Glance

Leadership  
Effectiveness And  
Development System

---

# Objectives

SDMC members will be able to:

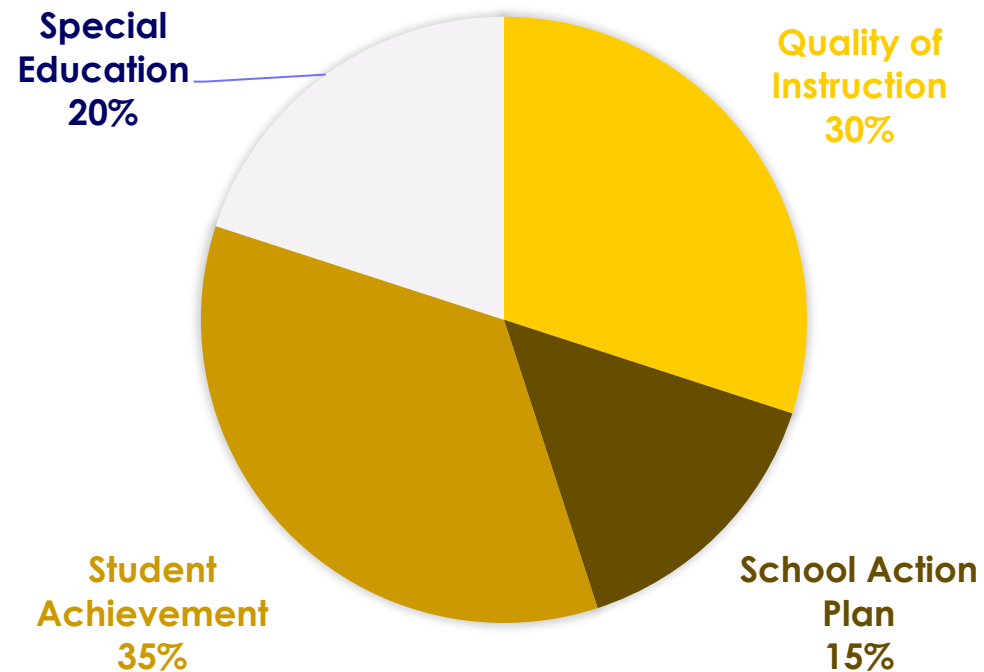
- Articulate the importance and rationale of the LEAD (Leadership Effectiveness And Development) system.
- Obtain a high-level understanding of the components of how principals are evaluated.
- Participate in an informal question and answer to obtain additional clarity.

# What is LEAD & Why is it Important?

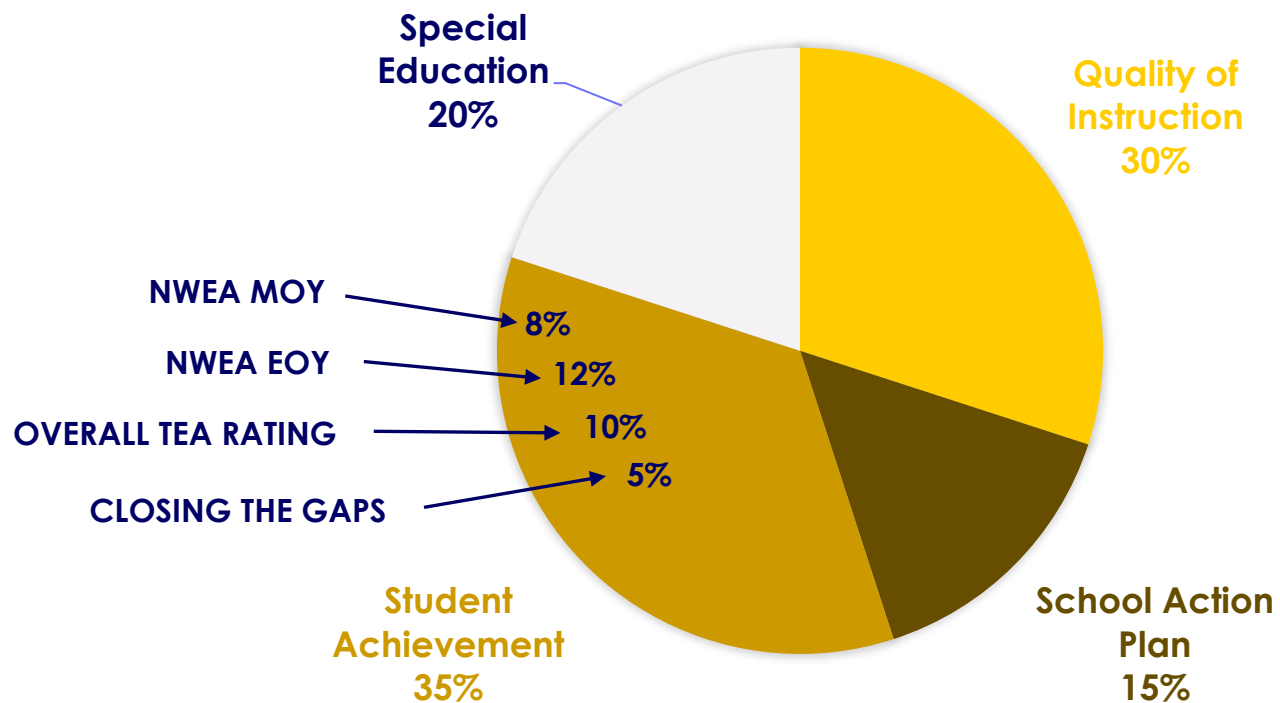
- LEAD is a rigorous principal appraisal system designed to focus on the **most important indicators that make a campus successful**, particularly high-quality instruction and student achievement.
- LEAD places the appropriate attention on outcomes.
- LEAD is implemented alongside significant support efforts to build capacity and success of our principals.

LEAD supports the HISD: Destination 2035 Strategy and keeps students first.

# Effectiveness Areas



# Effectiveness Areas



# Effectiveness Area: Student Achievement

## Why is this important?

Improving student achievement and closing historic gaps is the most critical goal of our work as HISD educators.

## How is this measured?

Student Achievement is measured via outcome and growth measures from two rigorous assessments: STAAR and NWEA MAP.

Student  
Achievement

Quality of  
Instruction

Special  
Education

School  
Action Plan



# Effectiveness Area: Quality of Instruction

## **Why is this important?**

HISD believes quality of instruction is the most important factor in raising student achievement.

## **How is this measured?**

Quality of Instruction is measured via classroom walkthrough data and quality of day-to-day coaching.

Student  
Achievement

Quality of  
Instruction

Special  
Education

School  
Action Plan

# Effectiveness Area: School Action Plan

## **Why is this important?**

Clear, aligned, and measurable indicators of success allow all campus stakeholders to work toward a common vision and goal.

## **How is this measured?**

The School Action Plan is evaluated on the implementation and rigor of the campus goals using a rubric.

Student  
Achievement

Quality of  
Instruction

School  
Action Plan

School  
Action Plan

# Effectiveness Area: Special Education

## Why is this important?

HISD is committed to ensuring students receiving special education services are achieving growth at the same rate as their general education peers.

## How is this measured?

The effectiveness of a campus' Special Education programming is evaluated via student growth on NWEA MAP and compliance of processes and procedures required by TEA to support students.

Student  
Achievement

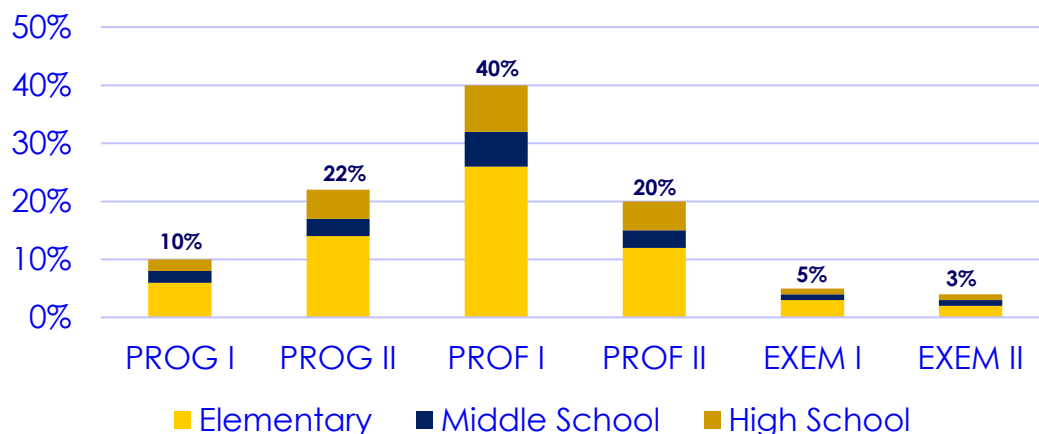
Quality of  
Instruction

School  
Action Plan

Special  
Education

# Target Distribution

## Principal Target Distribution



We have set a target distribution for principal evaluation. This will ensure no evaluation component is “too easy” or “too hard” relative to the other factors of being an effective principal. This process is key to making the entire evaluation system more fair, accurate, and valid.

Principal Evaluation Score					
Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100

# Congruence Metric

HISD believes that effective teacher instruction will lead to student achievement.

Principals will receive a congruence score that measures their ability to ensure that quality of instruction aligns to student outcomes.

Scenario	Correlation	Result
Scenario A	Average teacher evaluation score has a perfect or near-perfect correlation to student achievement.	Principal receives positive congruence score added to their total LEAD score.
Scenario B	Average teacher evaluation score is significantly higher or lower than expected when correlated with student achievement.	Principal receives negative congruence score added to their total LEAD score.

# Thank you to those who have completed our survey so far!

*"In the LEAD appraisal system, the appraisals are held more accountable than in the past for student achievement. Teachers are given more feedback throughout the year to help them measure growth and student achievement."*

*"Support and feedback will be provided throughout the year."*

*"[LEAD] takes into account principal actions and consistency."*

Remember to share feedback via the survey sent to you by your SDMC leader (or use the QR code here):



# Questions we've received so far...

Questions	Answers
Who determines what "effective" is?	The effectiveness level is determined by the average score from Quality of Instruction, Student Achievement, Special Education, and School Action Plan. Additional points are considered from the Congruence Metric.
Why is overall effectiveness level on a target distribution?	Ensures the evaluation system is rigorous and fair. No evaluation component is "too easy" or "too hard" relative to other factors of being an effective principal. This process is key to making the entire evaluation system more fair, accurate, and valid.
What are the scales and or rubrics for the components that are not about data and where are they found?	All scales and rubrics for the LEAD appraisal system can be found on the Performance Management SharePoint.



Thank you!



# Appendix: CONGRUENCE METRIC

# Congruence Metric

Average Teacher Evaluation Rating

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
Improvement Needed	Developing		Proficient		Accomplished	Distinguished
10-24	24-50	50-74	74-98	98-122	122-146	146-170

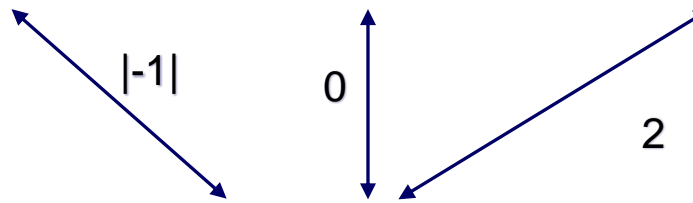
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
3.5 – 6.6	6.7 – 10.5	10.6 – 15.0	15.1 – 20.2	20.3 – 25.1	25.2 – 30.0	30.1 – 35

School Student Achievement Score

Principal Evaluation Score

Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100

Congruence Metric	Congruence Value
0	+5
1	+2
2	-4
3	-6
4 or higher	-8



# EXAMPLE 1: 70 POINT RAW SCORE

Average Teacher Evaluation Rating

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
Improvement Needed	Developing		Proficient		Accomplished	Distinguished
10-24	24-50	50-74	74-98	98-122	122-146	146-170

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
3.5 – 6.6	6.7 – 10.5	10.6 – 15.0	15.1 – 20.2	20.3 – 25.1	25.2 – 30.0	30.1 - 35

School Student Achievement Score

Congruence Metric	Congruence Value
0	+5
1	+2
2	-4
3	-6
4 or higher	-8

**Total: 72**

Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100

## EXAMPLE 2: 70 POINT RAW SCORE

Average Teacher Evaluation Rating

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
Improvement Needed	Developing		Proficient		Accomplished	Distinguished
10-24	24-50	50-74	74-98	98-122	122-146	146-170



Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
3.5 – 6.6	6.7 – 10.5	10.6 – 15.0	15.1 – 20.2	20.3 – 25.1	25.2 – 30.0	30.1 – 35

School Student Achievement Score

Congruence Metric	Congruence Value
0	+5
1	+2
2	-4
3	-6
4 or higher	-8

**Total: 75**

Progressing I	Progressing II	Proficient I	Proficient II	Exemplary I	Exemplary II
51-57	58-65	66-73	74-81	82-89	90-100



**West Briar MS**

#GRIZZLYVALUES

# Campus Action Plan

(Previously known as  
“School  
Improvement Plan”)

---

# West Briar Middle School

## Mission Statement

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

## Vision

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

## Core Beliefs

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

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

### Campus Motto

**#Grizzly Values:** Integrity; Respect; Perverserance

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

# Comprehensive Needs Assessment

## Demographics

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

## ○ Attendance

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

## ○ Problems of Practice

- Special Education students- lower performing all content areas
- Black and Hispanic students- lower performing/ more suspensions
- Differentiation- rigor for advanced students & engagement for all
- Data driven instruction- closing the gaps scores lower

Integrity, Respect, Perseverance

# WBMS Accountability

**TEA STAAR Accountability Rating: TBA**

**Designated Distinctions:**

**TBA**

Integrity, Respect, Perseverance



# Action Plan

## 4 Key Actions

- ◉ Indicator of Success
- ◉ Specific Actions- School Leaders
- ◉ Specific Actions- Staff

Integrity, Respect, Perseverance

# Key Action 1

Increase student engagement through the use of high-quality materials.

## Indicators:

- Observations
- Teacher evaluation rubric
- Carnegie & Amplify Lesson Plan sequences + Mathia

## Specifics

- ✓ Teacher Training- MRS, Kagan, Amplify, Carnegie
- ✓ PLC Meetings
- ✓ Grizzly Value Agreements
- ✓ Power Up activities

Integrity, Respect, Perseverance

## Key Action 2

Track student data to increase all student's progress & achievement.

### Indicators:

- Small group instruction
- Monthly data talks
- MAP testing
- Mathia reports

### Specifics

- ✓ PLC Meetings- data
- ✓ MAP testing incentives
- ✓ Small group instruction trainings
- ✓ Mathia report trainings

Integrity, Respect, Perseverance

## Key Action 3

Meet the needs of students in special programs (special ed, Section 504, LEP, GT).

### Indicators:

- Lesson plan differentiation
- Inclusion logs
- GT Training logs

### Specifics

- ✓ Weekly lesson plans
- ✓ Documentation training and monitoring
- ✓ IEP documentation/ accommodations

Integrity, Respect, Perseverance

## Key Action 4

Instill positive behavior supports and interventions (PBIS) to provide students a safe and consistent environment.

### Indicators:

- Observations
- Parent communication documentation
- Celebrations

### Specifics

- ✓ Behavior meetings
- ✓ Student incentives
- ✓ PBIS strategies/ training
- ✓ Communication strategies

Integrity, Respect, Perseverance



West Briar is ready to all align on our common goals and vision. We all understand the action required to improve student performance. #GrizzlyNation will continuously work to improve the success of all students.