



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:

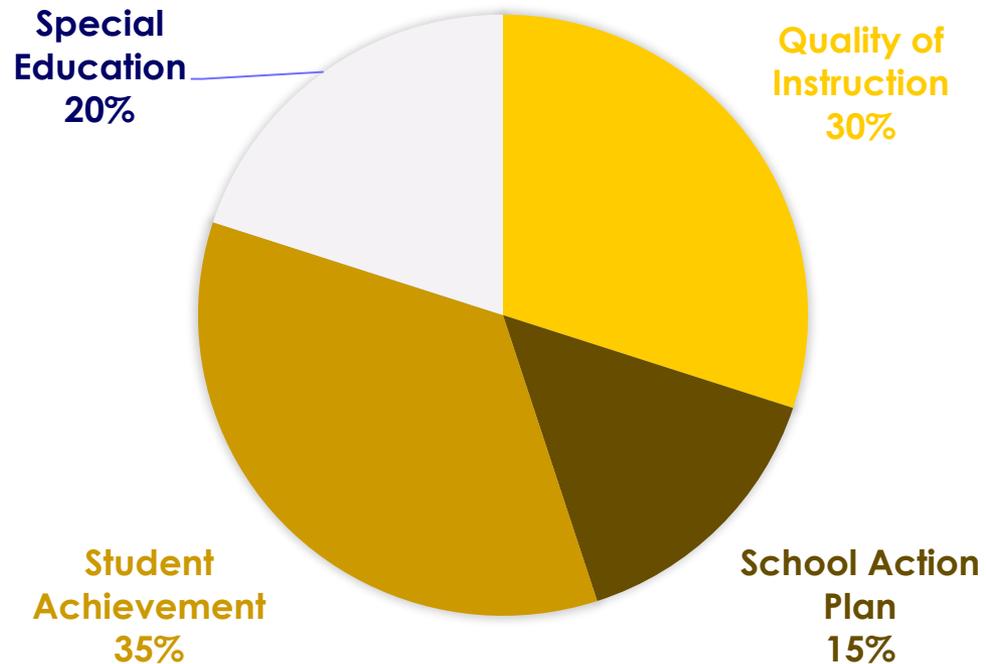
- Articulate the importance and rationale of the LEAD (Leadership Effectiveness And Development) system.
- Obtain a high-level understanding of the components of how principals are evaluated.
- Participate in an informal question and answer to obtain additional clarity.

What is LEAD & Why is it Important?

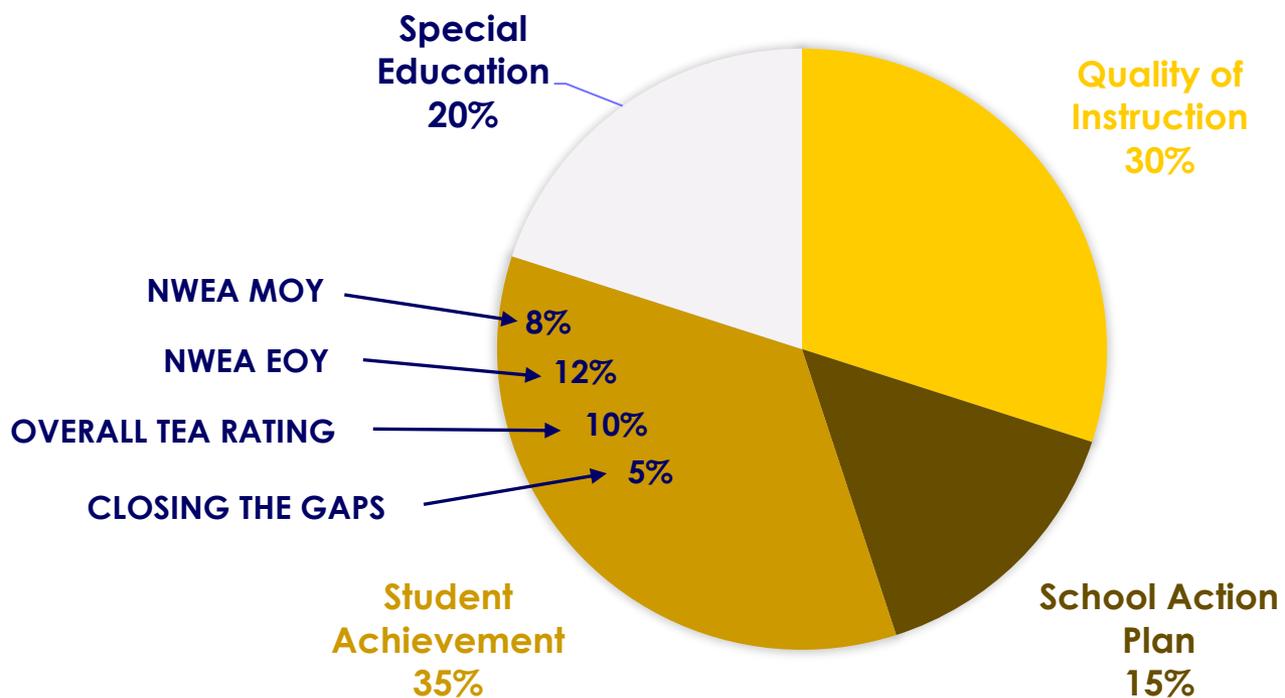
- LEAD is a rigorous principal appraisal system designed to focus on the **most important indicators that make a campus successful**, particularly high-quality instruction and student achievement.
- LEAD places the appropriate attention on outcomes.
- LEAD is implemented alongside significant support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

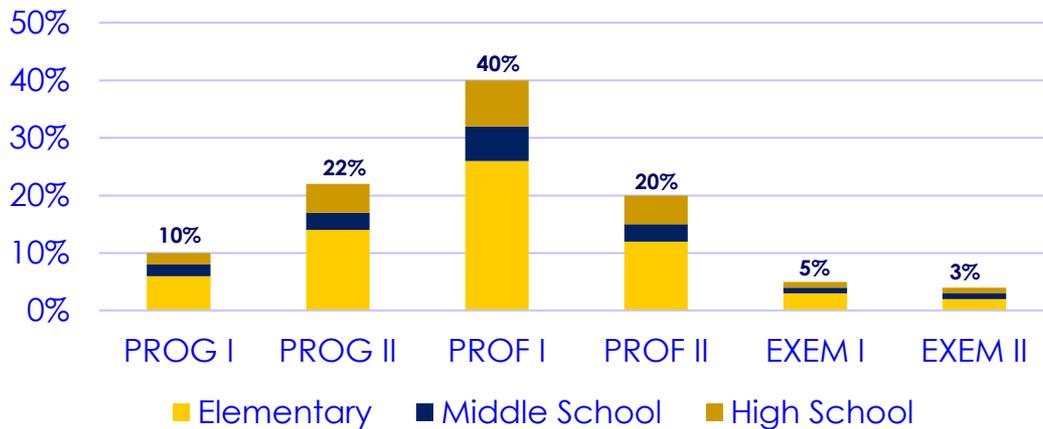
Quality of
Instruction

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.



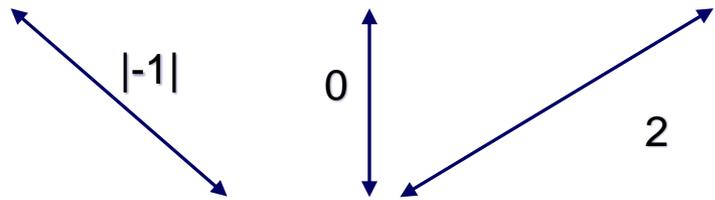
Thank you!

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
<i>Improvement Needed</i>	<i>Developing</i>		<i>Proficient</i>		<i>Accomplished</i>	<i>Distinguished</i>
10-24	24-50	50-74	74-98	98-122	122-146	146-170

School Student Achievement Score

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

Note: An arrow points from the 'Proficient I' cell in the top table to the 'Progressing II' cell in the bottom table. Both cells are highlighted with orange boxes.

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

Note: The 'Proficient I' cell and its corresponding score range '66-73' are highlighted with an orange box.

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; Perserverance

 **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

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

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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

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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

2023-2024 SY



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.

Integrity, Respect, Perseverance