West Briar Middle School

Shared Decision-Making Committee (SDMC)

2023-2024 SY
School Action Plan

Integrity, Respect, Perseverance
Agenda

- LEAD System
- Action Plan
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

- Quality of Instruction: 30%
- Special Education: 20%
- School Action Plan: 15%
- Student Achievement: 35%
Effectiveness Areas

Quality of Instruction 30%

Student Achievement 35%

School Action Plan 15%

Special Education 20%

OVERALL TEA RATING 10%

CLOSING THE GAPS 5%

NWEA MOY 8%

NWEA EOY 12%

Closing the Gaps
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.
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.
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.
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.
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.
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.

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who determines what “effective&quot; is?</td>
<td>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.</td>
</tr>
<tr>
<td>Why is overall effectiveness level on a target distribution?</td>
<td>Ensures the evaluation system is rigorous and fair. No evaluation component is “too easy&quot; or “too hard&quot; relative to other factors of being an effective principal. This process is key to making the entire evaluation system more fair, accurate, and valid.</td>
</tr>
<tr>
<td>What are the scales and or rubrics for the components that are not about data and where are they found?</td>
<td>All scales and rubrics for the LEAD appraisal system can be found on the Performance Management SharePoint.</td>
</tr>
</tbody>
</table>
Thank you!
Appendix: CONGRUENCE METRIC
Congruence Metric

**Average Teacher Evaluation Rating**

<table>
<thead>
<tr>
<th>Improvement Needed</th>
<th>Unsatisfactory</th>
<th>Progressing I</th>
<th>Progressing II</th>
<th>Proficient I</th>
<th>Proficient II</th>
<th>Exemplary I</th>
<th>Exemplary II</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-24</td>
<td>24-50</td>
<td>50-74</td>
<td>74-98</td>
<td>98-122</td>
<td>122-146</td>
<td>146-170</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Congruence Metric</th>
<th>Congruence Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>+5</td>
</tr>
<tr>
<td>1</td>
<td>+2</td>
</tr>
<tr>
<td>2</td>
<td>-4</td>
</tr>
<tr>
<td>3</td>
<td>-6</td>
</tr>
<tr>
<td>4 or higher</td>
<td>-8</td>
</tr>
</tbody>
</table>

**School Student Achievement Score**

**Principal Evaluation Score**

<table>
<thead>
<tr>
<th></th>
<th>Progressing I</th>
<th>Progressing II</th>
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<th>Proficient II</th>
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<th>Exemplary II</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-57</td>
<td>58-65</td>
<td>66-73</td>
<td>74-81</td>
<td>82-89</td>
<td>90-100</td>
<td></td>
</tr>
</tbody>
</table>
EXAMPLE 1: 70 POINT RAW SCORE

<table>
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<th>Average Teacher Evaluation Rating</th>
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<tbody>
<tr>
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<td>3</td>
<td>-6</td>
</tr>
<tr>
<td>Proficient II</td>
<td>4 or higher</td>
<td>-8</td>
</tr>
</tbody>
</table>

Total: 72
EXAMPLE 2: 70 POINT RAW SCORE

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

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Total: 75
Campus Action Plan
(Previously known as “School Improvement Plan”)
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

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
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
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
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
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.