

2025-2026 Action Plan



West Briar MS
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Houston, TX 77077
Crystal Blanchard, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

TEA Accountability area- Closing the Gaps scores are low for specifically Special Ed (all contents), Black, and Hispanic student groups in Math and RLA STAAR. Meets grade level in RLA STAAR went down from 2022-2023 (all grades) and students specifically struggled in the short-constructed responses (SCR) and extended constructed responses (ECR). Math achievement and growth, across grade levels is still low. MAP MOY data indicates need for growth & achievement (39%/40%- Low Growth/Low Achievement) in especially Math.

Needs related to improving the quality of instruction

WBMS IRT Scores are Progressing I to II which is still below proficient specifically struggling with Domain 2- Instruction spot scores. Feedback has noted the need for an Increase urgency of engaging all students and a need to increase fidelity of MRS across content. All core teachers struggle to implement quality Tier I instruction especially with classes that include special populations (special ed, 504, disciplinary issues, LEP, IAT). Some teachers still allow students to opt-out thus needing to engage more students in the classroom. The appraisal team needs to increase coaching and feedback skillset and follow through with appraisal systems.

System evaluation (philosophy, processes, implementation, capacity)

WBMS student suspensions as of April 28, 2024, are 229 OSS and 169 ISS overall showing little decrease from previous year. School-wide PBIS/ Student Culture systems are needed for continued growth in building capacity of staff and assistant principals setting tone for discipline management system. This includes maintaining processes and systems for staff being out at transitions, posting at duty position, and de-escalating student misbehaviors. WBMS Administrative Team must calibrate on discipline management system and system for coaching teachers to engage students and deal with difficult student behaviors. There is also a need to cross-train all administrative roles to ensure team steps up for various campus roles. (school-wide acceptance of Employee Value Proposition) We need to continue to monitor student attendance, with an emphasis on 8th grade attendance.

Key Action *(Briefly state the specific goal or objective.)*

Improve staff capacity to provide high quality instruction.

Indicators of success *(Measurable results that describe success.)*

- 75% of the scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026.
- By January 2026, 80% of teachers will achieve an average score of 5 or higher in the Instruction domain, as measured by MOY SPOT averages. This average will increase to 7 points by May 2026.
- IRT 1 and 2 scores will average at or above 9.0 and will increase to a 10.5 by IRT 4 May 2026.
- 50% or more students in Math and Reading will receive a .6 growth as defined by NWEA MAP MOY.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Train teachers on the “Great 8” during August PD and thread throughout the year during campus PD days and during scheduled PLCs.
- Monitor student data through writing samples, DOL, and authentic student work samples through scheduled leadership huddles each cycle.
- Provide on-the-job coaching daily around best practices for the Instruction domain using the SPOT form.
- Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching.
- Facilitate effective planning systems during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Engage weekly in effective PLC focused on lesson internalization, the “Great 8”, and data.
- All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction.
- Implement the use of engagement strategies and aggressive monitoring techniques daily.
- Engage in daily planning consisting of lesson internalization, customization and demo’ing to ensure effective delivery of instruction.
- Respond openly to on-the-job coaching both in the moment and/or during planning.

S T A F F D E V E L O P M E N T	Key Action One:		
	Who: Principal, Assistant Principal, Teacher Leaders, Teachers, District Support		
	What: <ul style="list-style-type: none"> • The Great 8 • Effective Engage and Deliver Strategies • Aggressive Monitoring • Response Cards, Short Constructed Response/Extended Constructive Response- how to use implement throughout the school year and across content. • Lesson Planning Internalization & Demo Days • STAAR/ MAP Goal Setting/ Data-Tracking • Amplify Boost – ELAR classes/Zearn – Math Classes 		
	When: <ul style="list-style-type: none"> • District Staff Development Days • Campus Staff Development Days • Weekly PLC's 		
B U D G E T	Where: Campus & District		
	Proposed item	Description	Amount
	Staff development	Substitutes for PD, when appropriate; Novice teachers observing master teachers.	\$5,000
	Materials/resources	Amplify Boost, Zearn, Summit K12	District Funded
	General Supplies	To support campus instructional needs	\$10,000
	TOTAL		\$15,000
	Funding Sources: General Funds, Title I Funds, Comp Ed Funds		

KEY ACTION TWO

Key Action *(Briefly state the specific goal or objective.)*

Increase high quality Tier 1 instruction by implementing high quality curriculum to maximize instruction for ALL students and close the achievement gap between Caucasian and African American students in math classes.

Indicators of success *(Measurable results that describe success.)*

- African American students who meet expected growth from BOY to MOY NWEA MAP will increase by 5% from 2024-2025 school year.
- By January 2026, 80% of Math teachers will achieve an average score of 5 or higher in the Instruction domain, as measured by MOY SPOT averages. This average will increase to 7 points by May 2026.
- By January 2026, 52% of African American students will reach their growth target in Math as defined by TEA Domain 3 accountability on the district summative assessment.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Conduct weekly calibration walks on Math teachers focusing on Instruction domain on spot form with targeted feedback and on the spot coaching as evidenced through outlook calendars.
- Collaborate with district level support to establish a PLC calendar and execute ongoing professional learning communities (PLCs) to internalize lessons, demo lessons, track and analyze student performance
- Ensure lesson plans are reviewed and provide feedback/coaching weekly to ensure the plans align to the state standards, and that the demonstration of learning provides focus and coherence to the lessons
- Ensure the use of a high-quality curriculum with fidelity including using a common curriculum for intervention classes.
- Create data tracking system to review disparities in academic performance among subpopulations, based on assessments to help identify whether teachers are effectively closing achievement gaps

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Participate in coaching sessions and implement feedback provided by the leadership team
- Engage in weekly PLCs through collaborative department planning. Based on PLC focus learning, teachers will adjust lessons to improve demonstrations of learning and authentic student engagement
- Utilize feedback from lesson plans to adjust lessons to address alignment, demonstrations of learning and authentic student engagement. Teachers will ensure instructional strategies are implemented to improve student performance on campus, district and state assessments
- Complete all lessons prior to delivery to students. This includes DOL exemplars.
- Demo lessons with departmental teams prior to delivery to students. Team will provide feedback and next steps using school wide system of feedback.
- Implement the data tracking system for all students with fidelity, but having a targeted focus on closing achievement gaps among subpopulations

Key Action Two:

S T A F F D E V E L O P M E N T	Who: Principal, Assistant Principal, Teacher Leaders, Teachers, District Support		
	What:		
	<ul style="list-style-type: none"> • The Great 8 • Effective Engage and Deliver Strategies • Aggressive Monitoring • Response Cards, Short Constructed Response/Extended Constructive Response- how to use implement throughout the school year and across content. • Lesson Planning Internalization & Demo Days • STAAR/ MAP Goal Setting/ Data-Tracking • Zearn – Math Classes 		
	When:		
<ul style="list-style-type: none"> • District Staff Development Days • Campus Staff Development Days • Weekly PLC's 			
Where: Campus & District			
B U D G E T	Proposed item	Description	Amount
	Staff development	Substitutes for PD, when appropriate; Novice teachers observing master teachers.	\$5,000
	Materials/resources	Copies for the Curriculum (rental of copy machine and paper)	\$38,000
	Math Tutorials	After school and Saturdays	\$10,000
	TOTAL		\$53,000
	Funding Sources:		
General Funds, Title I Funds, Comp Ed Funds			

Key Action *(Briefly state the specific goal or objective.)*

Improve the quality of special education instruction.

Indicators of success *(Measurable results that describe success.)*

- By June 2026, West Briar will score at least a 95% or better on their SPED audit of ARDs and SPED folders via HISD audit.
- Throughout the 2025-2026 school year, campus records will show that 100% of staff members receive the relevant portions of the IEP within three days of its finalization.
- 100% of quarterly audits of PowerSchool records will consistently demonstrate thorough documentation of accommodations and modifications
- By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- SPED department chair will attend a training with district SPED director and coordinator on writing effective IEPs and measurable goals using Goalbook.
- SPED department chair will review each IEP before providing copies to parents or uploading in Easy IEP
- With the support of the division SPED department, SPED department chair will train teachers on effective documentation of accommodations and modifications using PowerSchool
- The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
- Conduct General Ed Teacher professional development on meeting the needs of Special Ed students' various accommodations during instruction. Moreso, conduct professional development on the characteristics of certain special education disabilities (such as dyslexia, learning disability, autism, etc.) that includes strategies for meeting their individualized needs, each quarter.
- Conduct SPED teacher professional development on using MAP NWEA data to drive instructional plans and IEP development
- Conduct frequent checks of accommodations and modifications in PowerSchool and during calibration walks

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Review IEP's and accommodations to systematically track progress towards meeting individual goals
- Document accommodations and modifications in PowerSchool as soon as the grade is entered
- Dyslexia Teacher attends all Reading by Design training and conducts progress monitoring throughout the school year
- Participate in coaching sessions and implement feedback provided by the leadership team
- SPED Co Teacher Engage in weekly PLCs through collaborative department planning. Based on PLC focus learning, teachers will adjust lessons to improve demonstrations of learning and authentic student engagement
- Monitor DOL data tracking systems with emphasis on progress monitoring Special Education Students
- Track MAP Conditional Growth

S T A F F D E V E L O P M E N T	Key Action Three:		
	Who: Principal, Assistant Principal, SPED Department Chair, Teacher Leaders, Teachers, District Support		
	What:		
	<ul style="list-style-type: none"> • The Great 8 • Effective Engage and Deliver Strategies • Aggressive Monitoring • Lesson Planning Internalization & Demo Days • STAAR/ MAP Goal Setting/ Data-Tracking • Amplify Boost – ELAR classes/Zearn – Math • Special Ed disability and accommodations • Reading by Design PD (Region IV or HISD) 		
	When:		
<ul style="list-style-type: none"> • District Staff Development Days • Campus Staff Development Days • Weekly PLC's 			
Where: Campus & District			
B U D G E T	Proposed item	Description	Amount
	Staff development	Reading By Design/ HQI	District Funded
	Materials/resources	Reading by Design	District Funded
	Purchased services	Sped copies – this is a huge cost to the campus- ink and paper.	\$10,000
	Other- Position	Title I- Reading Intervention Tchr (Dyslexia -district funded) SPED/LPAC Clerk	\$30,000
	TOTAL		\$40,000
Funding Sources:			
General Funds, Title I Funds, Comp Ed Funds			

Key Action *(Briefly state the specific goal or objective.)*

Strengthen leadership density at West Briar Middle School.

Indicators of success *(Measurable results that describe success.)*

- By MOY Conferences, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (25+) on the LEAD Executive Leadership Rubric. This will increase to 19/25 by EOY.
- IRT 1 and 2 scores will average at or above 9.0 and will increase to a 10.5 by IRT 4 May 2026.
- By January 2026, 80% of teachers will achieve an average score of 5 or higher in the Instruction domain, as measured by MOY SPOT averages. This average will increase to 7 points by May 2026.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Conduct weekly coaching meetings focused on improving scores on the LEAD Day-to-Day Coaching Rubric.
- Provide differentiated PD for teachers based on SPOT observation trends in the Instruction domain to ensure growth.
- Implement weekly learning walks with Tier II leaders to calibrate coaching and instructional feedback.
- Use instructional rounds to assess progress, identify best practices, and ensure an upward trajectory in IRT scores.
- Analyze coaching effectiveness, SPOT trends, and instructional data to drive decision-making and refine strategies weekly using a Tiered Tracker.
- Set clear performance expectations, track progress, and celebrate growth for both teachers and leaders.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Take on leadership roles in PLCs, professional development sessions and classroom instruction.
- Implement strategies from PD sessions to strengthen engagement and aggressive monitoring instructional techniques.
- Engage in peer observations, provide feedback, and collaborate with colleagues to refine instructional strategies.
- Serve as an exemplar teacher by modeling best practices in the area of Instruction using the spot form.
- Use SPOT, IRT, and student performance data to identify growth areas and implement action steps for continuous improvement.
- Establish clear, measurable instructional goals and actively seek feedback to improve performance.

Key Action Four:

S T A F F D E V E L O P M E N T	Who: Principal, Assistant Principal, Teacher Leaders, Teachers, District Support		
	What: <ul style="list-style-type: none"> • LEAD Rubric • Day-to-day coaching rubric • Effective coaching • Effective Engagement Strategies • Aggressive Monitoring • Data-Driven Instruction 		
	When: <ul style="list-style-type: none"> • District Staff Development Days • Campus Staff Development Days • Admin Meetings 		
	Where: Campus & District		
B U D G E T	Proposed item	Description	Amount
	Staff development	PD Sessions aligned to campus goals	\$0
	Purchased services	Certificates, awards and incentives for staff celebrations	\$10,000
	Other- Position	Dedicated Hall Monitor/ISS Teacher	\$30,000
	TOTAL		\$40,000
	Funding Sources: General Funds		