

# **2025-2026 Action Plan**

**Briargrove Elementary**

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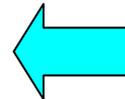
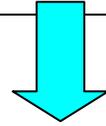
# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



## Needs related to student achievement data

Current academic performance data indicates a significant need for targeted instructional improvement and student support across grade levels. According to recent assessments:

- **DIBELS** results show only **57%** of Kindergarten and 1st-grade students met benchmark standards.
- **NWEA MAP** data reveals that **35%** of students met their growth goal in reading, **35%** met the standard in math, and **40%** met the standard in science.
- **STAAR** projections suggest only **24%** of students are on track to achieve "Meets" or above on STAAR Science, 50% on STAAR Reading, and 43% on STAAR Math with a goal of increasing this to at least **55%** through high-quality instruction, coaching, and building teacher instructional capacity.

In response to these challenges, the school will focus on increasing high-quality instruction across all classrooms, building teacher capacity through professional development and coaching, providing targeted support for Emergent Bilingual (EB) and Special Education (SpEd) students, and strengthening leadership density to promote shared ownership of outcomes and instructional excellence.

Parameters  
and metrics  
established by  
the District

## Needs related to improving the quality of instruction

For the 2025-2026 school year, Briargrove Elementary experienced a teacher turnover of 11 teachers, with 5 of them being non-certified. This level of turnover highlights the need for targeted instructional support and capacity building to ensure consistent, high-quality

teaching.

To address these challenges, on-the-spot coaching will remain a priority to bridge instructional gaps, provide real-time feedback, and develop teacher effectiveness. Supporting non-certified teachers with immediate, hands-on guidance will be critical in maintaining instructional quality and student success.

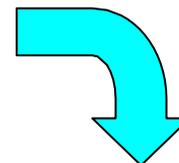
To meet the language and content needs of emergent bilingual students in general education classes (reading, math, science, and social studies). The campus will implement campuswide, research-based sheltered instructional practices so the emergent bilingual students move proficiency levels on TELPAS.

Additionally, a stronger system for tracking and monitoring instruction for Special Education (SpEd) students is necessary. A more structured approach to data collection, intervention implementation, and progress monitoring will help ensure that SpEd students receive the support they need to achieve academic success.

By focusing on on-the-spot coaching, and improved instructional tracking for SpEd and EB students, Briargrove aims to enhance overall instructional quality and student outcomes.

### **System evaluation (philosophy, processes, implementation, capacity)**

- Increased opportunities for PLCs
- Increased opportunities for teacher “at bats”
- Improved student usage of technology platforms such as Zearn, Amira, and Summit K-12
- Tier II Leadership Capacity



### **Key Actions**

- **Improve staff capacity to provide high-quality instruction.**
- **Improve English proficiency for Emergent Bilingual students.**
- **Strengthen the leadership density of Briargrove Elementary School**
- **Improve special education quality of instruction and service delivery.**

**School Action Plan Template**

<b>KEY ACTION ONE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve staff capacity to provide high-quality instruction</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● 75% of the scores on spot observation conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026.</li> <li>● 80% of the teachers will average 6 points or higher on Instruction as defined by MOY SPOT averages by January 2026; that point average will increase to 7 points by May 2026.</li> <li>● 55% or more of all students in Math and Reading will achieve growth as defined by NWEA MAP MOY.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Leaders will Train teachers on the “Sweet 16” during August PD and thread throughout the year during Campus PD day.</li> <li>● Leaders will Monitor student data through writing samples, DOL and authentic student work samples.</li> <li>● Leaders will Provide on-the-job coaching regularly around best practices for Instruction per the SPOT form.</li> <li>● Leaders will Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching.</li> <li>● Facilitate effective planning system during weekly PLC that include but not limited to lesson internalization, lesson customization, creation of exemplars, scripting high-level questions, and planning engagement opportunities.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> <li>● Teachers will engage weekly in effective PLC focused on lesson internalization, the “Sweet 16” and data.</li> <li>● Teachers will calibrate through peer observations once a quarter to gain insight into identifying effective instruction.</li> <li>● Teachers will implement the use of engagement strategies and aggressive monitoring techniques daily.</li> <li>● Teachers will engage in daily planning consisting of lesson internalization, customization, and demo’ing to ensure effective delivery of instruction.</li> <li>● Respond openly to on-the-job coaching both in the moment and/or during planning.</li> </ul>	

### Key Action One: Staff Development

Who: Administrators, ESL Teachers, Multilingual Department

What: Campus leadership provides ongoing professional development, planning support, PLCs, and actionable feedback through regular observations and opportunities for peer learning to enhance instructional practices. Leadership allocates resources for interventions, facilitates data-driven planning and professional development, and ensures teachers have access to student progress data to inform instruction.

When: Aug 2025-May 2026

Where: Briargrove Elementary

### Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources:



<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve English proficiency for Emergent Bilingual students</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By the end of the academic year, 60% of Emergent Bilingual students will show growth on 2-5 NWEA MAP Reading.</li> <li>● By the end of the academic year, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.</li> <li>● By the end of the academic year, 50% of students will grow at least one level of Proficiency, as defined by the previous school year TELPAS composite to current school year TELPAS composite.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Leaders will facilitate monthly data meetings to monitor EB students’ progress on summative assessments and NWEA MAP and adjust supports based on data trends.</li> <li>● Leaders will provide ongoing PD and coaching on language-rich instructional strategies, with a focus on integrating content and language objectives.</li> <li>● Leaders will implement a campus-wide TELPAS readiness plan that ensures 100% staff training, calibration, and compliance.</li> <li>● Leaders will coordinate targeted small-group instruction for EB students by supporting planning, grouping, and instructional alignment.</li> <li>● Leaders will lead monthly EB student case management meetings to review academic and language progress and remove barriers to success.</li> <li>● Leaders will host quarterly family literacy events and provide resources to support language development at home.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Teachers will analyze EB student data during scheduled PLC meetings and adjust instruction based on MAP and formative assessment results.</li> <li>● Teachers will plan and implement daily lessons that include language objectives and strategies to support academic language development.</li> <li>● Teachers will complete TELPAS training, calibrate monthly, and collect compliant writing samples according to campus timelines.</li> <li>● Teachers will deliver weekly small-group instruction for EB students based on proficiency levels and reading goals.</li> </ul>

- Teachers will participate in EB case management meetings and implement agreed-upon interventions to support student progress.
- Teachers will engage families with regular communication and invite them to campus events that promote literacy and language learning at home.

### Key Action Two: Staff Development

**Who: Administrators, ESL Teachers, Core Content Teachers**

**What:** Provide teachers with a deep understanding of the linguistic and cultural backgrounds of their students. Also equip them with practical strategies for supporting language development, promoting cultural competence, and integrating students' cultural assets into the curriculum.

**When:** July 2025- May 2026

**Where:** HISD/Briargrove Elementary

### Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Teachers will learn how to create inclusive learning environments, collaborate with families and communities, and effectively assess the progress of emergent bilingual students. By focusing on these key areas, teachers can enhance their ability to meet the diverse needs of emergent bilingual learners and foster their academic success.	
Materials/resources	Summit K-12	
Purchased services		
Other		
Other		
<b>TOTAL</b>		0.00

Funding sources:



<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve special education quality of instruction and service delivery</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.</li> <li>● 75% of SPED students will meet or exceed their individualized expected NWEA reading, math, and science growth goals as measured on the Spring 2026(EOY) MAP growth norms.</li> <li>● By the end of the academic year, Spot scores of campus SPED teachers will meet or exceed 9</li> <li>● 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.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Leaders will conduct quarterly audits of PowerSchool to ensure 100% compliance in the documentation of accommodations and modifications for SPED students.</li> <li>● Leaders will facilitate regular data meetings focused on SPED student progress, support data-driven instructional adjustments, and ensure alignment with IEP goals.</li> <li>● Leaders will observe SPED classrooms regularly, provide feedback aligned to the Spot rubric, and offer coaching to help teachers reach or exceed a score of 9.</li> <li>● Leaders will ensure all SPED teachers and general education teachers with inclusion students receive regular training on implementing accommodations and modifications with fidelity.</li> <li>● Leaders will establish collaborative planning time for SPED and general education teachers to align instruction, review student data, and co-develop supports based on IEP goals.</li> </ul>
<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- Teachers will consistently document accommodations and modifications in PowerSchool for all SPED students, ensuring accuracy and timeliness for each course and assignment.
- Teachers will use MAP and IEP data to set individualized goals and adjust instruction and interventions to support SPED students in meeting or exceeding growth expectations.
- Teachers will implement feedback from Spot observations, engage in professional learning, and apply high-leverage instructional strategies to improve practice and student outcomes.
- Teachers will participate in ongoing professional development focused on effective instructional strategies and compliance for SPED students, applying learned practices in daily lessons.
- Teachers will collaborate regularly with co-teachers, interventionists, and service providers to plan inclusive lessons that align to student IEPs and ensure access to grade-level content.

### Key Action Three: Staff Development

Who:

What:

When:

Where:

### Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		

	<b>TOTAL</b>
Funding sources:	



<b>KEY ACTION FOUR</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Strengthen the leadership density of Briargrove Elementary School</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● On LEAD executive leadership rubric, by MOY 50% of Tier II leaders will be rated Effective (22+) and by EOY 100% will be Effective (22+).</li> <li>● On LEAD Day-to-Day Coaching Rubric, 100% of Tier II leaders will receive a score of at least 19/25 by January 2025. That % will increase to 100% of leaders receiving a score of 22/25</li> <li>● On LEAD Day-to-Day Coaching Rubric domain “Overall Engagement,” 100% of leaders will score a 5 out of 7 by January 25. This will increase to have 100% of leaders to score a 6 out of 7 by May 25.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Principal will develop and model effective PLC planning to ensure high-quality instruction.</li> <li>● Principal will lead weekly calibration walks to ensure alignment in SPOT ratings. By November Tier II leaders will alternate leading weekly calibration walks.</li> <li>● Principal will provide weekly coaching to Tier II Leaders using the Day-to-Day Coaching rubric.</li> <li>● Principal will track weekly coaching conversations through the coaching tracker with Tier II leaders and provide feedback for improvement.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Tier II Leaders will create/implement staff workshops to help foster leadership capabilities, instructional developments for high-quality instruction, and build a positive culture.</li> <li>● Tier II Leaders will continuously participate in At Bats to assist others with process and understanding roles to ensure high-quality instruction is maintained throughout the year.</li> <li>● Tier II Leaders will participate in weekly calibration walks</li> <li>● Tier II Leaders will participate in weekly coaching sessions and make adjustments based on the feedback</li> </ul>

**Key Action One: Staff Development**

Who:

What:

When:

Where:

**Key Action One: Budget**

<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources: