2026-2027 Action Plan

West Briar MS
13733 Brimhurst Dr.
Houston, TX 77077

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs **Vision** **Theory of Action**

Needs related to student achievement data West Briar Middle School's 2026 data reflects a campus with strong academic growth and improving student achievement, particularly in mathematics, where every major student group demonstrated gains from the previous year. The campus earned 75% of available points in Academic Achievement, Academic Growth, and Student Success, highlighting the effectiveness of instructional practices and intervention systems in supporting student progress. Reading performance remained a strength, with students continuing to perform above federal targets across multiple accountability groups. Despite these successes, opportunities for improvement remain in closing achievement gaps among Emergent Bilingual, Special Education, and High Focus student groups. The most significant challenge was English Language Proficiency, as TELPAS Progress declined from 45% to 29%, resulting in no points earned in the ELP component. Moving forward, the campus should focus on strengthening Tier I instruction, increasing opportunities for student discourse, writing, and cognitive engagement, embedding language supports across all content areas, and intentionally moving students from Approaches to Meets and from Meets to Masters performance levels. By maintaining strong growth practices while accelerating achievement for student groups requiring additional support, West Briar is well-positioned to improve its Closing the Gaps score and continue increasing overall student outcomes.

Needs related to improving the quality of instruction
WBMS IRT scores show growth from BOY to EOY, indicating progress; however, performance remains below campus expectations, particularly in Domain 2 (Instruction) spot scores. Feedback highlights a need to increase urgency around engaging all students and to strengthen the fidelity of writing, listening and speaking for all students.

Across core classrooms, there is a continued need to improve the delivery of high-quality Tier I instruction, especially in classes that include special populations (Special Education, 504, LEP, IAT, and students with disciplinary needs). In some instances, students are still able to opt out of learning, reinforcing the need for stronger engagement strategies and consistent accountability for participation.

The appraisal team must also strengthen its coaching and feedback practices, ensuring consistent follow-through within appraisal systems to drive instructional improvement.

While IRT scores improved with each administration and reached proficiency at points, the campus remains focused on building and sustaining high-quality instruction, particularly given the number of second-year teachers on staff.

System evaluation (philosophy, processes, implementation, capacity)
We are intentionally planning for improvement with student discipline. To drive progress, there is a clear need to strengthen school-wide PBIS and student culture systems in order to build staff capacity and ensure assistant principals consistently set the tone for an effective discipline management system. This includes maintaining strong systems and expectations for staff presence during transitions, active duty supervision, and the use of de-escalation strategies to address student misbehavior.

The WBMS administrative team must also calibrate on discipline practices and align on a consistent approach to coaching teachers in both student engagement and behavior management. Additionally, there is a need to cross-train all administrative roles to ensure flexibility and shared ownership across campus responsibilities, reinforcing a school-wide commitment to the Employee Value Proposition.

Finally, we will continue to closely monitor student attendance, with a targeted focus on improving 8th-grade attendance.

KEY ACTION ONE

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.)*

- 30% of the scores on spot observations conducted on IRT 2 will be 14.5 or higher; that percentage will increase to 50% by May 2027.
- By January 2027, 80% of teachers will achieve an average score of 8 or higher in The Instruction domain, as measured by MOY SPOT averages. This average will increase to 10 points by May 2027.
- IRT 1 and 2 scores will average at or above 13.5 and will increase to a 14.5 by IRT 4 May 2027.
- 50% or more students in Math and Reading will receive a .6 growth as defined by NWEA MAP MOY.
- By January 2027, 50% of Spot observations conducted during the Grizzly Flex period will demonstrate a Core average score of 13.5 or higher, increasing to 60% achieving a Core average of 14.5 or higher by May 2027.

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

- Train teachers on campus expectations and district priorities 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 are not limited to lesson internalization, lesson customization, creation of exemplars, scripting high level questions, and planning engagement opportunities.
- Conduct weekly targeted Spot observations specifically during the Grizzly Flex intervention block to evaluate and coach core instructional strategies (e.g., small-group execution, targeted re-teaching, active student engagement

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

- Engage weekly in effective PLC focused on lesson internalization and student data.
- 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 demoing to ensure effective delivery of instruction.
- Respond openly to on-the-job coaching both in the moment and/or during planning.
- Utilize Grizzly Flex time to deliver targeted, data-driven interventions using high-leverage core strategies aligned to weekly PLC data and lesson internalization.

Key Action One:

STAFF DEVELOPMENT

Who: Principal, Assistant Principal, Teacher Leaders, Teachers, District Support

What:

- 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

When:

- District Staff Development Days
- Campus Staff Development Days
- Weekly PLC's

Where: Campus & District

BUDGET

Proposed item	Description	Amount
Staff development	Substitutes for PD, when appropriate; Novice teachers observing master teachers.	$2,000
Materials/resources	Summit K12	District Funded

General Supplies	To support campus instructional needs	$10,000
	TOTAL	$152,000

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 2025-2026 school year.
- By January 2027, 80% of Math teachers will achieve an average score of 8 or higher in the Instruction domain, as measured by MOY SPOT averages. This average will increase to 10 points by May 2027.
- By the MOY campus culture survey, 70% of teachers will agree or strongly agree to the following statement, "The instructional feedback I get helps me improve the quality of my instruction." This percent will increase to 85% by the EOY campus culture survey.

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:

STAFF DEVELOPMENT

Who: Principal, Assistant Principal, Teacher Leaders, Teachers, District Support

What:

- Effective Engage and Deliver Strategies
- Aggressive Monitoring
- Response Cards, Short Constructed Response - how to use implement throughout the school year and across content.
- Lesson Planning Internalization & Demo Days
- STAAR/ MAP Goal Setting/ Data-Tracking

When:

- District Staff Development Days
- Campus Staff Development Days
- Weekly PLC's

Where: Campus & District

BUDGET

Proposed item	Description	Amount
Staff development	Substitutes for PD, when appropriate; Novice teachers observing master teachers.	$2,000
Materials/resources	Copies for the Curriculum (rental of copy machine and paper)	$38,000
Math Tutorials	After school and Saturdays	$10,000
	TOTAL	$50,000

Funding Sources:
General Funds, Title I Funds, Comp Ed Funds

KEY ACTION THREE

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 January 2027, 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY May 2027.
- Throughout the 2026-2027 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

Key Action Three:

STAFF DEVELOPMENT

Who: Principal, Assistant Principal, SPED Department Chair, Teacher Leaders, Teachers, District Support

What:

- Effective Engage and Deliver Strategies
- Aggressive Monitoring
- Lesson Planning Internalization & Demo Days
- STAAR/ MAP Goal Setting/ Data-Tracking
- Special Ed disability and accommodations
- Reading by Design PD (Region IV or HISD)

When:

- District Staff Development Days
- Campus Staff Development Days
- Weekly PLC's

Where: Campus & District

BUDGET

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 FOUR

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 12.0 and will increase to a 14.5 by IRT 4 May 2027.
- By January 2027, 80% of teachers will achieve an average score of 8 or higher in the Instruction domain, as measured by MOY SPOT averages. This average will increase to 10 points by May 2027.

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:

STAFF DEVELOPMENT

Who: Principal, Assistant Principal, Teacher Leaders, Teachers, District Support

What:

- LEAD Rubric
- Day-to-day coaching rubric
- Effective coaching
- Effective Engagement Strategies
- Aggressive Monitoring
- Data-Driven Instruction

When:

- District Staff Development Days
- Campus Staff Development Days
- Admin Meetings

Where: Campus & District

BUDGET

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