

2024-2025 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.)*

Grow staff capacity to increase high quality Tier 1 instruction in ELAR 6-8.

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

- By January 2025, 65% of WBMS English teachers will average "Proficient" or higher on ratings using the SPOT observation rubric.
- By June 2025, 80% of WBMS English teachers will average "Proficient" or higher on ratings using the SPOT observation rubric.
- By June 2025, 80% of WBMS English spot observation forms will reflect a 4 or higher on engage and deliver on SPOT observation rubric.
- By January 2025, campus IRT results will be a score of 8 or higher.
- By June 2025, campus IRT results will be a score of 10 or higher.

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

- Conduct frequent calibration walks on Reading Language Arts teachers twice a month focusing on the following dimensions: Lesson Objective and DOL alignment, purposeful instruction with effective engagement strategies and effective classroom management using the SPOT observation rubric with targeted feedback and on the spot coaching
- 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 district's curriculum, and that the demonstration of learning provides focus and coherence to the lessons
- Provide instructional outline for intervention courses aligned to district curriculum
- Implement genius hour for all students. Students will receive individualized instructional support, helping them develop critical thinking and problem-solving skills
- Create data tracking system for scoring DOLs

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
- Teachers will demo lessons with departmental teams prior to delivery to students. Team will provide feedback and next steps
- Ensure students are writing SCRs and ECRs across Reading and Social Studies classes
- Track student DOL data and monitor progress of all students

STAFF DEVELOPMENT	Key Action One:		
	Who: Principal, Assistant Principal, Teacher Specialist, Department Chairs, Teachers, District Support		
	What: <ul style="list-style-type: none"> • Short Constructed Response/Extended Constructive Response- how to use implement throughout the school year and across content. • Amplify & Amplify Boost – ELAR classes • Lesson Planning Internalization & Demo Days • STAAR/ MAP Goal Setting/ Data-Tracking 		
	When: <ul style="list-style-type: none"> • District Staff Development Days • Campus Staff Development Days • Weekly PLC's 		
Where: Campus & District & Virtual (when appropriate)			
BUDGET	Proposed item	Description	Amount
	Staff development	Substitutes for PD, when appropriate; Novice teachers observing master teachers.	\$5,000
	Materials/resources	Amplify Curriculum	District Funded
	Purchased services	Summit K-12 – Account for every ESL student.	\$2890.00
	Reading Intervention Tchr (Dyslexia)	If not funded by Sped- this position is funded through Title 1.	\$69,500
	TOTAL		\$77,390
	Funding Sources: General Funds, Title I Funds, Comp Ed Funds		

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

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

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

- By June 2025, 52% of African American students will reach the growth target in Math as defined by TEA Domain 3 accountability.
- African American students who meet expected growth from BOY to MOY NWEA MAP will increase by 10% from 2023-2024 school year.
- By January 2025, 65% of WBMS math spot observation forms will reflect a 4 or higher on engage and deliver on SPOT observation rubric.
- By June 2025, 80% of WBMS math spot observation forms will reflect a 4 or higher on engage and deliver on SPOT observation rubric.

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

- Identify and document a primary and secondary At Risk Coordinator in the iDelegate platform
- Conduct frequent calibration walks on Math teachers three times a month focusing on the following dimensions: Lesson Objective and DOL alignment, purposeful instruction with effective engagement strategies and effective classroom management using the SPOT observation rubric with targeted feedback and on the spot coaching
- 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 district's curriculum, and that the demonstration of learning provides focus and coherence to the lessons
- Provide instructional outline for all courses aligned to district curriculum
- Implement genius hour to all students. Students will receive individualized instructional support, helping them develop critical thinking and problem-solving skills
- Ensure the use of District Curriculum with fidelity including how to use the LSAE assignments for intervention classes
- Regularly present and coach on small group instruction within the classroom
- 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
- 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 Specialist, Department Chairs, Teachers, District Support		
	What: <ul style="list-style-type: none"> • HISD Curriculum and lesson plan internalization • Lesson Planning Internalization & Demo Days • STAAR/ MAP Goal Setting/ Data-Tracking 		
	When: <ul style="list-style-type: none"> • District Staff Development Days • Campus Staff Development Days • Weekly PLC's 		
	Where: Campus & District & Virtual (when appropriate)		
BUDGET	Proposed item	Description	Amount
	Staff development	Substitutes for PD, when appropriate; Novice teachers observing master teachers.	\$5,000
	Materials/resources	District Curriculum Copies for the Curriculum (rental of copy machine and paper)	\$8,000
	Purchased services		
	Math Tutorials	After school and Saturdays	\$10,000
	TOTAL		\$23,000
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 2025, the principal will guarantee that every IEP includes clear, specific, and measurable goals customized to each student's unique needs, with verification through random quarterly reviews using a SPED tracker.
- Throughout the 2024-2025 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

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

- SPED department chair and SPED administrator will attend a training with district SPED director and coordinator on writing effective IEPs and measurable goals using Goalbook
- SPED administrator will review each IEP before providing copies to parents or uploading in Easy IEP
- With the support of the division SPED department, SPED administrator 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
- 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

STAFF DEVELOPMENT	Key Action Three:		
	Who: Principal, Assistant Principal, Teacher Specialist, Department Chairs (SPED), Teachers, District Support		
	What: <ul style="list-style-type: none"> • Short Constructed Response/Extended Constructive Response- how to use implement throughout the school year and across content. • Amplify & Amplify Boost – ELAR classes • STAAR/ MAP Goal Setting/ Data-Tracking • Houston ISD Curriculum Professional Development • Special Ed disability and accommodations Professional Development • 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 & Virtual (when appropriate)		
BUDGET	Proposed item	Description	Amount
	Staff development	Reading By Design/ Mathia/ Carnegie Math/ HQI	District Funded
	Materials/resources	Amplify Curriculum, HISD Curriculum, 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 position until district funded)	(paid in action step 1)
	TOTAL		
Funding Sources:			
General Funds, Title I Funds, Comp Ed Funds			

KEY ACTION FOUR

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

Reduce the amount of instructional time missed by students at West Briar, including students with disciplinary infractions.

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

- By the end of June 2025, out of school suspensions will decrease by 20% from 250 incidents to 200 incidents.
- By the end of June 2025, in school suspensions will decrease by 20% from 218 incidents to 175 incidents.
- By the end of June 2025, West Briar’s attendance rate in grades 6-8 will increase from 94.4% to 96%.
- By the end of June 2025, 80% of WBMS spot observation forms will reflect a 2 on learning environment on SPOT observation rubric.

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

- Create a campus wide discipline matrix to ensure uniformity between the grade-levels
- Create a system to track school suspensions (ISS & OSS), progress monitoring, and accountability for alternative forms of disciplinary consequences
- Create expectations and systems for tracking behavior interventions in the In-school suspension classroom including mediation, behavior plans, and conflict resolution
- Create systems for rewarding school-wide positive behaviors (PBIS) according to the Grizzly expectations (development of Grizzly store)
- Attend bi-weekly GSC attendance meeting to track and development interventions of students over the 10% attendance threshold per grading cycle

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

- Ensure staff are creating classroom expectations and documentation systems, prior to creating an office referral
- Execute school-wide Grizzly PBIS for students meeting campus expectations
- Create documentation and progress monitoring of all students in IAT, Section 504, and Special Education
- Create in-class systems for documentation of student absences and teacher interventions
- Attend campus GSC attendance meetings to track and plan interventions for students with the highest percentage of absence

Key Action Four:

STAFF DEVELOPMENT

Who: Principal, Assistant Principal, Counselor, Clerks, Teachers, District Support

What:

- PBIS/ Behavior structures for success professional development (intervention toolbox; de-escalation)
- Parent Communication & Documentation of student’s behavior interventions
- Campus Discipline Management Plan Systems

When:

- District Staff Development Days
- Campus Staff Development Days
- Bi-Weekly Grade Level GSC attendance meeting

Where: Campus & District & Virtual (when appropriate)

BUDGET			
	Proposed item	Description	Amount
	Staff development	PBIS, CPI, and De-escalation Professional Development	\$0
	Materials/resources	ISS SEL/Restorative program (ReThink Ed)	District Funded
	Purchased services	Certificates and awards for attendance and behavior. Items for the Grizzly Store	\$8,000
	Other- Position		
	TOTAL		\$8,000
Funding Sources: General Funds			