

2025-2026 Action Plan

Browning Elementary

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

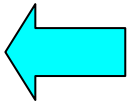
Vision

Theory of Action

Needs related to student achievement data

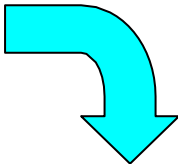
The analysis of 2024-2025 MAP achievement data reveals that 25% of 2nd grade students, 15 out of 60, performed below benchmark expectations. Notably, more than half of this subgroup, 8 students, representing 53% of those below benchmark and 13% of the entire grade level, are identified as receiving services through an Individualized Education Program (IEP). This disproportionate representation underscores the importance of differentiated supports and targeted interventions.

The analysis of 2025 STAAR results across grades 3-5 indicates that 46% of students met grade level expectations in mathematics, while 49% met expectations in reading. The low percentage of students meeting grade level expectations indicates that instructional units need to be carefully scaffolded to target prerequisite skills and standards students are struggling with. Planning must reflect differentiation based on these data.



Needs related to improving the quality of instruction

Assessment data, supported by Spot Observations, indicates inconsistencies in instructional practice, including a gap between planned instruction and implementation. Engaging and targeted second teach reflective of a meaningful response to misconceptions. Emphasizing focus on the Sweet 16 during internalization and instruction.



System evaluation (philosophy, processes, implementation, capacity)

Structured data analysis
Align data to instructional practice
Monitor student support protocols

Key Actions

Improve the Quality of Instruction
 Implement Targeted Language Support Program
 Implement targeted Language Support Program
 Implement SPED Focused Targeted Support Program

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the Quality of Instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	- Effectiveness of instruction will reflect 85% of students approaching grade level expectations on core assessments (STAAR), 60% achieving meets and 30% mastering. - By the end of the first semester MOY, 40% of SPED and EB students will move up at least one quintile from their starting percentile at BOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Regularly observe instruction and focus on core instructional practices, providing immediate, feedback to teachers to ensure instruction supports all students, including SPED and EB learners, in meeting or exceeding grade-level expectations. - Use daily DOLs to monitor student understanding in real time, and analyze NWEA quintile data identify SPED and EB students who are not yet meeting targets. Collaborate with teachers to plan interventions and adjust instructional strategies to ensure growth, aiming for at least one quintile increase by MOY.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Teachers implement feedback from observations to adjust instruction and ensure all students, including SPED and EB learners, are actively engaged and supported in meeting grade-level expectations. - Monitor and respond to student data, teachers regularly use daily DOLs and analyze NWEA quintile data to identify students who are struggling, then apply interventions and adjust lesson strategies to promote at least one quintile growth by MOY

Key Action One: Staff Development

Who: PK-5

What: Improve the Quality of Instruction

When: Pre Service, PLC

Where:

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Data-driven instructional coaching sessions focused on SPED and EB student growth and implement interventions in real time.	
Materials/resources	View Sonic SPOT form DOL data MAP data MRS strategies Exemplar charts	
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Implement Targeted Language Support Program
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By the end of the first semester, 40% of the current emergent bilingual students will move up at least one quintile from their starting percentile at BOY ● By June 2026, 58% of students will increase one level of proficiency as defined in 24-25 SY composite to 25-26SY composite on TELPAS.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Pull Student Growth Summary Report and Growth and Achievement and identify the emergent bilingual students to meet expected growth ● Analyze data and identify target students to monitor based on individual RIT scores ● Coach teachers on the protocol to monitor and support those goals weekly, DOL data tracker analysis ● Conduct targeted classroom observations and coaching cycles specifically focused on language instruction practices that support reading, writing, speaking, and listening to assess how effectively teachers are incorporating language development strategies into their lessons, think/pair/share, response cards
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Analyze BOY MAP results to identify EB students' strengths and skill gaps ● Plan for intentional use of academic vocabulary, modeling and reinforcing it throughout the lesson evident through think/pair/share, response cards ● Bring MAP data and EB student work samples to PLCs for reflection and collaborative planning

Key Action Two: Staff Development

Who: PK-5

What: Implement targeted Language Support Program

When: Pre Service PLC

Where:

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	PD will focus on think/pair/share and response cards to support language development and academic growth for EB students. Teachers will analyze BOY MAP data to identify trends and plan scaffolds and at bats that address common areas of need. *sentence stems, visuals, structured academic talk	
Materials/resources	View Sonic Anchor chart paper for Student and Teacher exemplars markers slide decks data set	
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Leadership Density
	Indicators of success <i>(Measurable results that describe success.)</i>
	• Observation feedback will demonstrate alignment, with at least 85% calibration accuracy by MOY, and 90% or higher by EOY • By MOY, 70% of teachers will earn 8/10 or higher on targeted instructional practices, increasing to 85% by EOY.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Systematically calibrate twice a week to ensure alignment and consistency in Spot Observation scoring and feedback. • Provide immediate, evidence based feedback during classroom observations, aligning coaching to instructional priorities and observed teacher needs • Conduct weekly SPED targeted observations to verify accommodations and provide evidence based feedback and actionable steps.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Apply feedback in real time to adjust instruction, clarify learning objectives, and scaffold student engagement or understanding as directed • Consistently implement IEP accommodations and differentiated supports in lessons, documenting progress and adjusting strategies based on coaching guidance.

Key Action Three: Staff Development

Who: Leaders

What: Increase Leadership Capacity

When: Summer Session and ongoing

Where:

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Focus development of leadership through calibrated classroom observations, actionable feedback, and strategic coaching. We will engage in real time practice during the school day, scoring sample lessons during leadership meetings, analyzing teacher data, and refining feedback to maximize instructional impact. We will engage in reflective leadership practices that will enhance decision making, pacing, and support to drive meaningful student outcomes.	
Materials/resources	The Art of Coaching Elena Aguilar...	
Purchased services		
Other		
Other		
TOTAL		

Funding sources:

KEY ACTION Four	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Implement SPED Focused Targeted Support Program
	Indicators of success <i>(Measurable results that describe success.)</i>
	• By the end of the first semester, 40% of the current 3rd grade SPED students will reach their MOY goals • By the end of the first semester, 30% of the current 4th grade SPED students will reach their MOY goals • By the end of the first semester, 30% of the current 5th grade SPED students will reach their MOY goals • Browning will achieve a MOY SPED folder review rating of at least 85% in the quality of IEP measures. By EOY, this rating will increase to a minimum of 90% to ensure continuous improvement in the accuracy, rigor, and alignment of IEP documentation with student needs
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Ensure that 100% of the teachers internalize and implement IEP accommodations as evidenced in lessons and during instruction. • Establish checkpoints to monitor student growth and progress. By MOY, 40% of SPED students and by EOY, 55% of SPED students will be on track to reach their individualized goal. • Conduct targeted classroom observations specifically focused on implementation of IEP accommodations during instruction and assessment.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• 100% of teachers internalize and implement IEP accommodations as evidenced in lesson plans and student work. • Monitor student growth and progress by collecting formative assessment data regularly to track progress toward individualized goals. • Participate in checkpoint meetings or data reviews at MOY and EOY.

Key Action Four: Staff Development

Who: PK-5

What: Implement SPED Focused Targeted Support Program

When: PLC and PD

Where:

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	PD will prioritize training teachers to establish foundational knowledge, then cycle into practice-based coaching, and end with progress monitoring/data-driven reflection.	
Materials/resources	View Sonic Anchor chart paper for Student and Teacher exemplars markers slide decks data set IEP binders	
Purchased services		
Other		
Other		
TOTAL		
Funding sources:		