

The background of the page features a large, light purple circular seal of Braeburn Elementary School. The seal contains a central illustration of a tiger's head, flanked by two open books. The words "BRAEBURN" and "ELEMENTARY SCHOOL" are written in a circular path around the central image.

2026-2027

Campus Action Plan

Braeburn Elementary School

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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

During the 2026–2027 school year, Braeburn Elementary experienced an increase in its overall accountability rating, moving from a 68 (D) to a 71 (C), experiencing growth in all three domains.

STAAR performance data reveals a need for urgent, focused action:

- Mathematics: 64% Approaches (no change), 35% Meets (increased), 13% Masters (increased)
- Reading/Language Arts: 55% Approaches (decreased), 30% Meets (increased), 10% Masters (increased)
- Science: 51% Approaches (decreased), 23% Meets (increased), Masters 7% (increased)

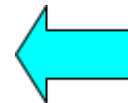
These results highlight the need to continue strengthening Tier I instruction, with an increased focus on ensuring 2nd Teach is aligned, rigorous, and differentiated to meet the diverse needs of all learners.

Our instructional focus areas for 2026–2027 will center on:

- High-Quality Tier 1 and 2nd Teach lesson planning aligned to TEKS using district curriculum
- Chunked lesson delivery that prioritizes pacing, engagement, and checks for understanding
- Scaffolded support for struggling learners in Reading, Math, Science, and Social Studies



**Parameters
and metrics
established by
the District**



Needs related to improving the quality of instruction

Braeburn Elementary serves 690 scholars with a team of 74 staff members, including teachers, specialists, and support personnel. At the start of the 2026–2027 school year, all teaching positions and administrative positions were filled.

We will continue intentionally develop teacher capacity, with a focus on:

- Instruction — strengthening teacher capacity in real-time adjustments, student engagement, and differentiation.
- Emergent Bilingual Support — embedding scaffolds and sheltered instruction practices into core instruction.
- Fidelity to High Quality Instructional Materials — consistent implementation of district Math (K–5), district curriculum (K–5), Zearn, Amira, and Summit K-12.

Building teacher capacity in these areas will strengthen the quality of Tier I and 2nd Teach instruction, ensuring it is effective, equitable, standards-aligned, and responsive to the needs of every learner.

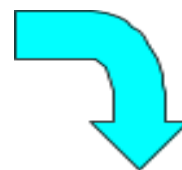
Given that 50% of the leadership team is new to Braeburn and new to their leadership roles, while the remaining returning leaders were rated Proficient I, building leadership capacity and creating greater leadership density will be a strategic priority to ensure consistent, high-quality instructional leadership across the campus.

System evaluation (philosophy, processes, implementation, capacity)

In the 2026–2027 school year, Braeburn Elementary was identified as an HISD Special Focus campus after receiving a 2025 accountability rating of **D (68)**. With our improvement to a **C** rating for 2026, we remain committed to accelerating student achievement by continuing to implement the NES instructional model with fidelity. This includes maintaining a strategic master schedule, utilizing high-quality instructional materials, and strengthening planning and coaching systems.

To support these efforts, the campus master schedule has been redesigned to prioritize teacher planning and instructional collaboration. Protected, uninterrupted planning time allows teachers to engage in deep data analysis, strengthen lesson internalization, refine instructional practices, and ensure alignment across grade levels. Given our student population, supplemental learning platforms such as Summit K-12 and Zearn will continue to be implemented and closely monitored to provide targeted support and accelerate student learning. Teachers will continue to plan and customize instruction using appropriate scaffolds while maintaining grade-level rigor and high expectations for all learners.

Leadership priorities include dedicating at least 75% of daily



schedules to coaching, planning, classroom observations, and teacher support. Regular instructional walks are intentionally scheduled to ensure consistency in instructional expectations and coaching practices across the leadership team.

These strategic actions reflect our commitment to instructional excellence, continuous improvement, and improved student outcomes. In addition, campus systems have been strengthened and refined, including social-emotional learning programming, Brighter Bites, campus culture initiatives, and mentorship opportunities.

Key Actions

- Improve staff capacity to improve high-quality instruction
- Improve English proficiency for emergent bilingual students
- Improve special education instruction and service delivery
- Strengthen the leadership density of Braeburn Elementary School

	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to deliver high-quality instruction.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 50% of the scores on spot observations conducted on IRT 2 will be 13 or higher; that percentage will increase to 85% by IRT 4 in May 2027 • 80% of the teachers will average 9 points or higher on Instruction Domain SPOT averages by January 2027. That point average will increase to 11.5 points by May 2027 • IRT 1 and 2 scores will average at or above 12 and will increase to 13.5 or above by IRT 4
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

KEY
ACTION
ONE

- The leadership team will adjust the master schedule during the summer to ensure increased planning time for all grade levels, with extended PLC topics such as lesson internalization and lesson demos.
- The leadership team will establish a schedule of ongoing PLCs that prioritize extended content development and instructional planning, ensuring alignment with HISD PLC protocols.
- The leadership team will embed the district curriculum's 2nd Teach/Acceleration Model into the instructional framework and provide professional development to teachers during August pre-service and throughout the year.
- The leadership team will require consistent use of the HISD curriculum across all grade levels and monitor lesson internalization to ensure fidelity of implementation.
- The leadership team will create and conduct a New Teacher Training during pre-service, focusing on instructional expectations, lesson planning protocols, and classroom management strategies.
- The leadership team will host Mentorship Match Day during pre-service to pair novice teachers with experienced mentors. Mentors will meet weekly with mentees to support lesson internalization, classroom management, and HISD curriculum implementation.
- The leadership team will utilize the HISD PLC lesson planning protocol by ensuring that content development occurs every Monday which includes success thinking steps for daily learning objectives. Leaders will provide support and feedback during PLCs to strengthen teacher planning and collaboration.
- The leadership team will conduct collaboration walks bi-weekly, with a focus on Tier I/Small Group instruction and campus-identified priorities. Trends and feedback will be shared with teachers in PLCs and during coaching meetings.
- The leadership team will provide on-the-spot coaching and specific written feedback weekly using walkthrough and spot observation tools to ensure continuous growth in instructional practice.

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

- Engage actively in monthly PD sessions facilitated by the leadership team and teacher leaders by collaborating in planning, applying Spot form indicators, and integrating modeled strategies to tailor lessons to student needs based on campus trends.
- Engage in on-the-spot coaching by applying feedback through instructional adjustments, and participate in follow-up reflections, open labs, peer observations, and demo lessons to support continuous self-improvement and campus-wide IRT score growth.
- Engage in weekly planning sessions by coming prepared for planning, contributing to standard unpacking and customization of lessons, analyzing exemplar lessons, and implementing modeled strategies into classroom instruction.

Key Action One: Staff Development

Who: Campus Leadership, District Leadership

What: Instructional Professional Development including, but not limited to: Instructional planning, scaffolding, Principal Training, Great 8/Next 8, etc.

When: August PD & ongoing through June 2027

Where: Braeburn ES, HMW, & Virtual options

Key Action One: Budget

Proposed item	Description	Amount
Staff development	N/A	0
Materials/resources	Classroom and Instructional Supplies (whiteboards, response cards, etc.)	0
Purchased services		0
Other		
Other		
TOTAL		\$0.00

Funding sources: GF and Title 1 Funds

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve English proficiency for emergent bilingual students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	• 50% of EB students will achieve their individual Reading MAP growth target as measured from BOY to MOY in Grade 4. By EOY, 60% of EB students will achieve their individual Reading MAP growth targets in Grade 4. • 30% of 1st Grade students will achieve "At Benchmark" by MOY on DIBELS. 45% of 1st Grade students will achieve "At Benchmark" by EOY on Dibels. • The number of students who grow one proficiency level will meet the recommended target metric of 44% set by the state's long term goal on TELPAS.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Train all staff on the effective use of Summit K-12 to accelerate language acquisition for emergent bilingual students. Use data during PLCs to guide instructional planning. • Guide student goal-setting conversations using NWEA MAP data, with a focus on empowering EB students to track their own reading growth. • Facilitate planning sessions focused on the needs of emergent bilingual students, embedding repetitive engagement strategies and opportunities for reading, writing, listening and speaking. • Provide ongoing professional development on differentiation and scaffolding, along with coaching to strengthen Tier 1 instruction for emergent bilinguals. Review and give feedback on lesson plans to ensure effective implementation of these strategies. • Tutorials for Emergent Bilinguals: Establish tutorials specifically designed for emergent bilinguals, utilizing the Summit K-12 and Amira programs to support language acquisition. • Calibrate as an admin team on high quality instructional practices for lesson planning and delivery based on spot data and coaching data.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>

	- Engage in Summit K-12 and Amira training, analyze student data to guide instruction, focusing on supporting language acquisition for emergent bilingual students. - Utilize student data from NWEA MAP, DOL, and other assessments to inform and adjust instructional planning for emergent bilinguals. - Participate in planning sessions and incorporate engagement strategies (involving reading, writing, speaking, and listening) and multiple language development techniques into lessons for emergent bilingual students. - Attend PD sessions on differentiation and scaffolding, applying strategies learned to lesson plans and lesson delivery. Continuously solicit feedback to elevate the effective implementation of these strategies for emergent bilinguals. - Implement feedback from walkthroughs and coaching sessions into instructional practices, ensuring alignment with spot form and school-wide goals for emergent bilingual students.
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Key Action Two: Staff Development		
Who: Leadership team, District Leadership & Multilingual Dept.		
What: Scaffolding PD; TELPAS PD; HQI PD		
When: August 2026 and ongoing, PD sessions and PLCs		
Where: Campus, HMW, & Virtual		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	PD on EBs provided by Leadership Team	0

Materials/resources	General Supplies	0
Purchased services	Summit K-12 - District Funded	0
Other		
Other		
TOTAL		\$0
Funding sources: Title 1; General Funds		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the quality of special education instruction of teachers.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By May 2027, 3/5 of campus Special Education teachers will score 8 or above in Instruction on spot form . - By May 2027, 5/5 teachers will consistently provide accommodations as outlined in IEPs. - By May 2027, at least 75% of students with disabilities will meet or exceed their annual IEP goals.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Provide ongoing professional development on instructional differentiation to ensure all teachers can effectively meet the needs of students with IEPs. - Conduct on-the-spot coaching and walkthroughs, focusing on differentiation and accommodations for students with IEPs. - Lead data-driven PLCs focused on ensuring appropriate accommodations and skill progression for students with IEPs, analyzing their progress and adjusting instruction. - Monitor IEP compliance by ensuring accommodations and modifications are documented in PowerSchool, with quarterly audits to ensure consistency. - Conduct special education walks weekly, led by the campus leadership team in collaboration with EDI. - Hold weekly calibration meetings between the leadership team and the special education leader and ARD facilitator. - Provide district SPED curriculum training and ongoing support.

Key Action Three: Staff Development

Who: Instructional Staff, Campus admin, and central office support.

What: Focus on Great 8 + 8

- Lesson Internalization and Customization for SPED students
- Calibration and Coaching
- Understanding and responding to student IEPs

When:

- Weekly Planning sessions
- Monthly Professional development sessions
- Ongoing Spots, coaching, and calibrations

Where: PLCs and Classrooms

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Campus and District Personnel	\$0.00
Materials/resources	Provided by campus and district personnel	\$0.00
Purchased services	No outside purchases necessary at this time	\$0.00
Other		
Other		
TOTAL		\$0.00
Funding sources:		

KEY ACTION	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Strengthen the leadership density of Braeburn Elementary School.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- On LEAD Leadership Rubric, by MOY 50% of Tier II leaders will be rated Proficient/Effective and by EOY 100% will be Proficient/Effective. - Tier II leaders will attain at least 4 out of 7 points in "Overall Engagement" on the LEAD Day-to-Day Coaching Key-Attributes Rubric, encompassing understanding needs, feedback, coaching, and continuous improvement. - By MOY Conferences, all Tier II leaders will achieve a score of 16/25 or higher on the LEAD Day-to Day Coaching Rubric. This score will increase to 19/25 or higher by EOY. - Tier II leaders will facilitate lesson Internalization PLCS as tracked by their walkthrough and internalization tracker. As a result, 80% of their teachers will average 7 points or higher on Planning & Instruction as defined by MOY Spot averages by January 2027; that point average will increase to an average of 9 points by May 2027.

THREE	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• Create a schedule for Tier II leaders to lead parts of lesson internalization in PLC & establish a lesson internalization protocol for teachers to follow in PLCs; model effective PLC internalization to ensure strong instruction. • Conduct weekly coaching calibration walks with Tier II leaders; define observation, coaching, and feedback expectations for Tier IIs. • Facilitate weekly leadership meetings grounded in instructional learning with campus leadership including Tier IIs and teacher leaders. • Build leadership capacity through walks, calibration, and leadership reflection protocols with Tier IIs and identified teacher leaders. • Observe Tier II leaders as they provide on-the-spot coaching, and review their observation data (e.g. spot data) to offer targeted feedback and ensure accountability. • School leaders will analyze systems and policies to ensure clear systems and communication are consistent at each grade level (PreK-5th) and aligned to High Quality Instruction and High Performance culture as defined by HISD.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Teachers will actively engage in weekly PLC lesson internalization using the campus protocol, collaboratively unpacking standards, anticipating misconceptions, and success thinking steps aligned to the DOL.

Key Action Four: Staff Development
Who: Campus Leadership Team & Team Teacher Leaders
What: Ongoing PD, coaching and calibration walks, Leadership Lunchbox, Leadership PD

sessions, and calendaring.

When: August 2027 and Ongoing

Where: Braeburn, HMW, and Virtual

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	N/A	0
Materials/resources	N/A	0
Purchased services	N/A	0
Other		
Other		
TOTAL		\$0.00

Funding sources: N/A