2026-2027 Action Plan

Burbank Elementary

Heather Luebbers

School Action Plan – Needs Assessment

District philosophy and guiding framework:

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

Parameters and metrics established by the District

Needs related to student achievement data

Differentiation and Extension to increase meets and masters level performance through Acceleration Block. Systematic collaboration aligning Resource Instruction to Grade Level Tier 1 Instructional goals for special education students.

Needs related to improving the quality of instruction

Increase teacher capacity in implementing engagement strategies that are 100% engaging all students. Intentional and purposeful scaffolding to support special education & struggling learners. Intentional extension and acceleration for students demonstrating mastery. Professional development to build content and pedagogical capacity.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Burbank Elementary.

- **Identifying Baseline Data:** Burbank Elementary has several data points on which to focus. Domain 3 ensuring AA subgroup in literacy and math meet state targets. In addition, Special Education sub group in Math did not meet target. Attendance was 95.2% and needs to increase to support stronger student outcomes.
- **Setting Measurable Goals:** Increase attendance rate to 96% or higher. Domain 3 meet or exceed state targets for AA and Sped populations.
- **Monitoring Implementation:** Progress monitoring will occur every week for attendance. We will be tracking academic progress every 3-6 weeks to monitor special

populations progress.

- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions
Increase Quality of Instruction, Grow Staff Capacity

School Action Plan Template

	Key Action *(Briefly state the specific goal or objective.)*
	Increase quality of instruction
	Indicators of success *(Measurable results that describe success.)*
	• By end of **October 2026 60%** of teachers will rank proficient or higher **in Planning & Instruction** and increase to **70% by January 2027 and 80% or higher by May 2027 (EOY).** • **By End of October 2026 70% of cumulative scores on SPOT observations conducted by Campus Administration will be 12 or higher. This will increase to 80% by January 2027 and 90% or higher by May 2027 .** • **Burbank Elementary will achieve no less than a 12 from the Independent Review Team by December 2026. This will increase to no less than a 13 average for last IRT Round May 2027.**
KEY ACTION ONE	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- **Train teachers on the HISD and Campus student engagement strategies such as (not limited to): Think-Pair-Share, Whiteboard, Table Talk, Response Card, Modified Whip Around, Oral-Choral Response- Quick Response, Turn and Talk, and other content specific strategies during Sept, October and November PD Days and build teacher capacity**
- **All appraisers will engage on the Job Coaching daily and written feedback at least 3 times a month for every teacher using the Spot Observation Form, in the outlook calendars, google form. We will routinely pull data for instructional support trends from Google Coaching Form.**
- **For Tiered Teachers, provide the level of support outlined in the Campus Playbook: Coaching Support with Tier 3 teachers receiving Structured Coaching, Tier 2 Teachers Positive Coaching, and Tier 1 Teachers Collaborative Coaching support from appraisers and instructional coaches to be kept in sharepoint and review each cycle by ILT.**
- **Train Content Area Lead Teachers on SPOT form Look Fors and engage lead teachers in Calibration walks to build teacher clarity and capacity each month.**

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

- **Teachers will engage and participate in HISD and Campus student engagement strategies such as (not limited to): Think-Pair-Share, Whiteboard, Table Talk, Response Card, Modified Whip Around, Oral-Choral Response- Quick Response, Turn and Talk, and other content specific strategies during Sept, October and November PD Days and use these in weekly instruction evidenced by spot form and google coaching form.**
- **All teachers will engage on the Job Coaching weekly and implement coaching feedback to increase their level of proficiency in Engage & Deliver to proficient or higher.**
- **Tiered teachers will engage in the coaching plan established to achieve proficient holistic spot scores.**
- **Content Lead Teachers will participate in calibration walks monthly to build capacity and clarity on content area look fors.**

Key Action One: Staff Development
Who:
What:
When:
Where:

Key Action One: Budget		
Proposed item	Description	Amount

Staff development	Campus/District PD Days, Coaching Cycles	5,000.00
Materials/resources	Instructional Coordinators, Assistant Principal, Principals, supplies	500,000.00
Purchased services	NA	
Other		
Other		
	TOTAL	500,500.00
Funding sources: General Funds		

KEY ACTION TWO

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

Improve Quality of Instruction in Literacy K-5

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

- ***Based on PLI BOY DIBELS/Lectura 50% or more of students will meet At/Above MOY Growth score, and this number will increase to 60% at May 2027 (EOY)***
- ***50 % of EB students in K-1 will increase proficiency based on scale score in English DIBELS (K-1) at MOY and 60% or higher at EOY.***
- ***By December 2026, 40% of 2-5 grade Special Education students will meet their expected mid year RIT growth score as determined by grade level RIT progress band on the Reading Map Assessment. This will increase to 50% or more by May 2027.***
- ***Based on BOY ECR Assessessment, 50% of students in grades 3-5 will achieve 4 or higher by February MOY ECR and will increase to 60 % achieve 4 or higher by May EOY ECR.***

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

- **Train teachers on the HISD and Campus student engagement strategies such as (not limited to): Think-Pair-Share, Whiteboard, Table Talk, Response Card, Modified Whip Around, Oral-Choral Response-Quick Response, Turn and Talk, and other content specific strategies during Sept, October and November PD Days and build teacher capacity**
- **Train Teachers on the 7 Steps of Language Rich Classroom through Professional Development on Steps during HISD PD Days.**
- **Train and support teachers in Tier II Data Driven Small Group Instruction.**
- **Monitor Cycle ECR and Common Assessment Check Points to track student progress.**
- **Provide Lesson Internalization and Customization support of curriculum through Planning and PLC.**
- **In planning and PLC specifically train teachers on how to use instructional accommodations within their Tier 1 instruction**

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

- **Apply coaching feedback from SPOT observations and follow the literacy planning framework, participate in PLC's, and engage in professional learning.**
- **Staff will utilize the STAAR constructed response methods such as RACE for SCR and ECR response methodology through modeling, shared writing, and analyzing students' writing samples to drive instruction.**
- **Engage is Data Digs, Analyze student work and interpret data to drive instruction. Staff will track classroom data and support students tracking their own data.**
- **Engage in planning and PLC weekly by completing pre-work, sharing ideas, creating exemplars for students, and internalizing lessons to deliver strong Tier 1 instruction.**

Key Action Two: Staff Development		
Who:		
What:		
When:		
Where:		
Key Action Two: Budget		
Proposed item	Description	Amount
Staff development	Campus/District PD Days, Coaching Cycles	5,000.00
Materials/resources	Instructional Coordinators, Assistant Principal, Principals, supplies	500,000.00
Purchased services	Tutorials	40,000.00
Other		
Other		
	TOTAL	545,000.00
Funding sources: General Funds		

KEY ACTION THREE

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

Improve Quality of Instruction in Math K-5

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

- Based on BOY NWEA Assessment, 55 % of students will demonstrate growth on NWEA MAP in Grades K-5 on 2026 (MOY) and 60 % at May (EOY).
- Based on BOY NWEA, 40% of 3-5 grade Special Education students will demonstrate growth on MOY NWEA MAP in Grades K-5 and 50 % by EOY NWEA MAP.
- Based on Campus and District Assessments, 100% of teachers will engage in Data PLC protocol to develop and implement small group plans with fidelity.

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

- **Provide daily on the spot coaching in the moment and bi-weekly SPOT observations to ensure rigorous Math instruction in all classrooms.**
- **Train and support teachers on using data to drive differentiated instruction and meaningful productive at-bats.**
- **Provide daily coaching feedback 2-3 times per week to Tier 2 and Tier 3 teachers during first block first teach, and small group instruction.**
- **Provide Lesson Internalization and Customization support of curriculum through Planning and PLC.**
- **Monitor the weekly classroom data to coach teachers through identifying highly missed questions that will be supported during small group instruction.**

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

- **Apply coaching feedback from SPOT observations and follow the Math planning framework, participate in PLC's, and engage in professional learning.**
- **Engage is Data Digs, Analyze student work and interpret data to drive instruction. Staff will track classroom data and support students tracking their own data.**
- **Engage in planning and PLC weekly by completing pre-work, sharing ideas, creating exemplars for students, and internalizing lessons to deliver strong Tier 1 instruction.**
- **Engage in Book Study- Math Productive Struggle to better understand the design of purposeful independent at-bats.**

Key Action Three: Staff Development		
Who:		
What:		
When:		
Where:		
Key Action Three: Budget		
Proposed item	**Description**	**Amount**
Staff development	Campus/District PD Days, Coaching Cycles	5,000.00
Materials/resources	Instructional Coordinators, Assistant Principal, Principals, supplies	500,000.00
Purchased services	Tutorials	40,000.00
Other		
Other		
	TOTAL	545,000.00
Funding sources:General Funds		