Houston Independent School District

267 Ed White Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Approximately 700 students are enrolled in grades Pre-K through 5th grade. Our students represent the diverse community, originating from fourteen countries of origin and speaking sixteen different languages. The ethnicity profile includes 81% Hispanic, 11.1% Asian, 5.1% African American, and 2.5% Caucasian; Percent Economically Disadvantaged 95, Percent English Language Learners 71, Mobility Rate 9.4, Percent served by Special Education 5.4.

- The school program offers Gifted and Talented, Bilingual, and ESL classes, academic support from a schoolwide Title I, Part A program, Title II, Title III, Title IV, State Compensatory Education funds and Special Education services.

- Our staff is 90% highly qualified in their current assignments. Certifications consist of 34% Bilingual, 50% ESL, and 6 % Special Education and 10% certified in core content. Staff population consists of 40% Hispanic, 30% White, 20% African American, 10% Asian/Pacific Islander/Multiple Races, 15% male, and 85% female; with an average of 18 years of experience.

- Attendance: Ed White average daily attendance is at 94%.

- Discipline/School Culture: Ed White received Platinum Certification for Family Friendly School. Our Disciplinary data reflects one incident of Out of School Suspension and 9 incidences of In School Suspension for the 2021-2022 school year. As a result, our school will continue to focus on Social Emotional Learning to help our students deal with traumatic experiences caused by 2 years of COVID Pandemic and integration back to the school community.

Demographics Strengths

Student and staff demographics

Ethnicity	Percent by Students	Percent by Staff
Black	3.5%	20%
Hispanic	82 %	40%
White	2.1%	30%
Asian	11.9%	6%
Multi Race	.1%	4%
Other	0	0

Specialized Population

Special Pops	Percent
EL	66.3%
Special Ed	5.1%
GT	5.5%

Our staff is 90% highly qualified in their current assignments. Certifications consist of 34% Bilingual, 60% ESL, and 6 % Special Education. Staff population consists of 40% Hispanic, 34% White, 26% African American, 6% Asian/Pacific Islander, and 4% Multiple Races, 15% male, and 85% female; with an average of 18 years of experience.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: How do we use the Student Learning Objectives to drive the classroom lesson cycle? How do we use varied instructional strategies to infuse rigor and bell to bell instruction? How do we collaborate to ensure a school wide culture focusing on equity, respect, and recognizing differences in learning? **Root Cause:** Our students have lost the academic skills due to the COVID outbreak. We have made strides in the 2021-2022 school year as reflected in the moving Tier 3 students to Tier 2 and Tier 1 and the improvement in all tested area in the 2022 STAAR. Our focus for the 2022-2023 school year will be on recovering learning loss and enhance productively struggle in rigorous learning environment.

Student Learning

Student Learning Summary

We made strides from 2021-2022 school year. Our students scored 50% and above for Approach in all STAAR tested subjects except for Science. Our 4th and 5th graders scored at 50% for Meet and Masters.

Student Learning Strengths

The students are able to make gains through scaffolded learning. The teachers focused on I Do and We Do to assist students in learning the foundation skills. The next step is for teachers to provide opportunities for You Do for our students.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Problem of Practice: The goal of Ed White Elementary is to ensure that our students are mastering at or above grade level. . Ed White Elementary learning community will use the student data to engage students with relevant differentiated instructional strategies that are rigorous and inclusive to meet our student learning needs **Root Cause:** The identified needs of the campus are writing, basic literacy skills, and math problem solving for grade levels K-5th grade.

Problem of Practice 2: How do we use the Student Learning Objectives to drive the classroom lesson cycle? How do we use varied instructional strategies to infuse rigor and bell to bell instruction? How do we collaborate to ensure a school wide culture focusing on equity, respect, and recognizing differences in learning? **Root Cause:** Our students have lost the academic skills due to the COVID outbreak. We have made strides in the 2021-2022 school year as reflected in the moving Tier 3 students to Tier 2 and Tier 1 and the improvement in all tested area in the 2022 STAAR. Our focus for the 2022-2023 school year will be on recovering learning loss and enhance productively struggle in rigorous learning environment.

Problem of Practice 3: Problem of Practice The goal of Ed White Elementary is to create a community of adult and student learners to work together and share best practices and collaborate for best practices of programming. **Root Cause:** The 2020-2021 Pandemic affect school process and programs. We were limited in capacity and programming.

School Processes & Programs

School Processes & Programs Summary

In order to enhance the Rigor in the classroom and foster students' struggle in learning, we are making some changes for the 2022-2023 school year. We have reached out to RUSMP and Lead4ward to design a year long professional development in Literacy and Math. We are making shifts in our instruction to use the Student Learning Objectives to guide our students learning and scaffold leveled instructional practices to enhance our students learning.

School Processes & Programs Strengths

In previous years, we relied on ten part time intervention teachers to pull students out for interventions. Effective for the 2020-2021 school year, we shift the responsibility of intervention to our students, our teachers and our teacher assistants. We took on the "It Takes a Village" model to enhance our students learning.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Problem of Practice The goal of Ed White Elementary is to create a community of adult and student learners to work together and share best practices and collaborate for best practices of programming. **Root Cause:** The 2020-2021 Pandemic affect school process and programs. We were limited in capacity and programming.

Problem of Practice 2: How do we use the Student Learning Objectives to drive the classroom lesson cycle? How do we use varied instructional strategies to infuse rigor and bell to bell instruction? How do we collaborate to ensure a school wide culture focusing on equity, respect, and recognizing differences in learning? **Root Cause:** Our students have lost the academic skills due to the COVID outbreak. We have made strides in the 2021-2022 school year as reflected in the moving Tier 3 students to Tier 2 and Tier 1 and the improvement in all tested area in the 2022 STAAR. Our focus for the 2022-2023 school year will be on recovering learning loss and enhance productively struggle in rigorous learning environment.

Problem of Practice 3: Problem of Practice: The goal of Ed White Elementary is to ensure that our students are mastering at or above grade level. . Ed White Elementary learning community will use the student data to engage students with relevant differentiated instructional strategies that are rigorous and inclusive to meet our student learning needs **Root Cause:** The identified needs of the campus are writing, basic literacy skills, and math problem solving for grade levels K-5th grade.

Perceptions

Perceptions Summary

Culture- Ed White's school culture is shifting from my students my instructional practices to Our Students Our Instructional Practices.

Climate- Ed White students struggled in returning back to the school during the 2021-2022 school year and our teachers also struggled in having all of the students back after a year on hybrid learning. We were intentional in using Threshold as a strategy to gauge students' social emotional status before they enter the classroom. While we do encounter behavior issues, we found that our students struggled more on personal internal issues and interaction with peers.   Our staffs struggle in how to align instruction with Social Emotional Focus.

Values- Our school stakeholders hold Ed White Core Value in fidelity. Our stakeholders believe that students learning is the primary goal and collaborate through the past school year to enhance all aspects of student learning.

Beliefs- Our core value and beliefs continued to be struggle for us. We want our students to succeed and our students' lack of foundation skills lead to struggle for our teachers.

Perceptions Strengths

Ed White stakeholders hold fast in the core values, which keep the school focus on building student strengths.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Problem of Practice: The goal of Ed White Elementary is to foster a culture of collaboration and shared decision making.   **Root Cause:** Ed White Elementary school made strides in parent, teacher and community collaboration. There is a top down management perception that need to be changed to the collaborative inclusive practice.

Problem of Practice 2: Problem of Practice The goal of Ed White Elementary is to create a community of adult and student learners to work together and share best practices and collaborate for best practices of programming.   **Root Cause:** The 2020-2021 Pandemic affect school process and programs. We were limited in capacity and programming.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR. The percentage of 3rd to 5th grade students performing at or above grade level in Reading as measured by the Meets Grade Level Standard on STAAR will increase by 10% points fro m 40% to 50% in Spring 2023
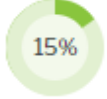
Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach
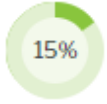
Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Ed White Elementary School students will increase their scores of masters by 5% or more for the Grades 3-5 ELA STAAR by Spring 2023

Evaluation Data Sources: monthly common exams, TEA Interim Assessments, Teacher made assessments
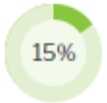
HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary will provide Tiered intervention support (RTI) during the school day and after school. Students will receive individual and small group intervention during independent practice, intervention period and after school/Saturday intervention	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White Elementary School students will increase their scores of masters by 5% or more for the Grades 3-5 ELA STAAR **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Teachers and teacher assistants will provide weekly intervention based on the intervention goals for the skills. 2. Teachers and teacher assistants will track student progress using the IAT Tracker and skills goal setting forms. 2. Teacher will use the Common Based Assessment and District Assessments to track student progress. 3. Teachers will review the intervention strategies during the PLC to assess strategies and student achievements. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000	10%	15%	20%	

Strategy 2 Details	Reviews			
Strategy 2: Ed White will intentionally use independent practice time for small group instruction for Tier 3 students	**Formative**			**Summative**
Strategy's Expected Result/Impact: improve Tier 3 student mastery **Staff Responsible for Monitoring:** teachers and school leaders **Action Steps:** observation, review test data, PLC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**Nov**	**Jan**	**Mar**	**June**
	10%	15%	20%	

Strategy 3 Details	Reviews			
Strategy 3: Ed White will use after school and Saturday tutorials to provide targeted intervention to scaffold skills learned during instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic performance **Staff Responsible for Monitoring:** teachers , interventionists, school leaders **Action Steps:** observation, data analysis, PLC planning **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**Nov**	**Jan**	**Mar**	**June**
	10%	15%	20%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: Ed White Elementary School students will increase their scores of meets and above by 10% or more for the Grades 3-5 ELA STAAR by Spring 2023

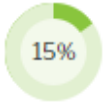**Evaluation Data Sources:** monthly common exams, TEA Interim Assessments, Teacher made assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary will provide Tiered intervention support (RTI) during the school day and after school. Students will receive individual and small group intervention during independent practice, intervention period and after school/Saturday intervention	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White Elementary School students will increase their scores of masters and above by 10% or more for the Grades 3-5 ELA STAAR **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Teachers and teacher assistants will provide weekly intervention based on the intervention goals for the skills. 2. Teachers and teacher assistants will track student progress using the IAT Tracker and skills goal setting forms. 2. Teacher will use the Common Based Assessment and District Assessments to track student progress. 3. Teachers will review the intervention strategies during the PLC to assess strategies and student achievements. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000	5%	10%	15%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: Ed White Elementary School students will increase their scores of approach and above by 15% or more for the Grades 3-5 ELA STAAR by Spring 2023

Evaluation Data Sources: monthly common exams, TEA Interim Assessments, Teacher made assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary will provide Tiered intervention support (RTI) during the school day and after school. Students will receive individual and small group intervention during independent practice, intervention period and after school/Saturday intervention	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ed White Elementary School students will increase their scores of approach and above by 15% or more for the Grades 3-5 ELA STAAR **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Teachers and teacher assistants will provide weekly intervention based on the intervention goals for the skills. 2. Teachers and teacher assistants will track student progress using the IAT Tracker and skills goal setting forms. 2. Teacher will use the Common Based Assessment and District Assessments to track student progress. 3. Teachers will review the intervention strategies during the PLC to assess strategies and student achievements. **TEA Priorities:** Build a foundation of reading and math	5%	10%	15%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Math. The percentage of 3rd to 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase by 10% from35% to 45% in Spring 2023
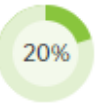
Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Ed White Elementary School students will increase their scores of masters by 5% or more for the Grades 3-5 Math STAAR by Spring 2023

Evaluation Data Sources: monthly common exams, TEA Interim Assessments, Teacher made assessments, Eureka Unit assessment

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Ed White Elementary will provide Tiered intervention support (RTI) during the school day and after school. Students will receive individual and small group intervention during independent practice, intervention period and after school/Saturday intervention		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ed White Elementary School students will increase their scores of masters by 5% or more for the Grades 3-5 ELA STAAR by Spring 2023 **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Teachers and teacher assistants will provide weekly intervention based on the intervention goals for the skills. 2. Teachers and teacher assistants will track student progress using the IAT Tracker and skills goal setting forms. 2. Teacher will use the Common Based Assessment and District Assessments to track student progress. 3. Teachers will review the intervention strategies during the PLC to assess strategies and student achievements. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000		5%	10%	20%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Measurable Objective 2: Ed White Elementary School students will increase their scores of meets by 10% or more for the Grades 3-5 Math STAAR by Spring 2023

Evaluation Data Sources: monthly common exams, TEA Interim Assessments, Teacher made assessments, Eureka Unit assessment
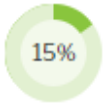
Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary will provide Tiered intervention support (RTI) during the school day and after school. Students will receive individual and small group intervention during independent practice, intervention period and after school/Saturday intervention	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White Elementary School students will increase their scores of meets by 10% or more for the Grades 3-5 ELA STAAR by Spring 2023 **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Teachers and teacher assistants will provide weekly intervention based on the intervention goals for the skills. 2. Teachers and teacher assistants will track student progress using the IAT Tracker and skills goal setting forms. 2. Teacher will use the Common Based Assessment and District Assessments to track student progress. 3. Teachers will review the intervention strategies during the PLC to assess strategies and student achievements. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $10,000	5%	10%	20%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3: Ed White Elementary School students will increase their scores of Approach by 15% or more for the Grades 3-5 Math STAAR by Spring 2023

Evaluation Data Sources: monthly common exams, TEA Interim Assessments, Teacher made assessments, Eureka Unit assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Ed White Elementary will provide Tiered intervention support (RTI) during the school day and after school. Students will receive individual and small group intervention during independent practice, intervention period and after school/Saturday intervention	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White Elementary School students will increase their scores of Approach by 15% or more for the Grades 3-5 ELA STAAR by Spring 2023 **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Teachers and teacher assistants will provide weekly intervention based on the intervention goals for the skills. 2. Teachers and teacher assistants will track student progress using the IAT Tracker and skills goal setting forms. 2. Teacher will use the Common Based Assessment and District Assessments to track student progress. 3. Teachers will review the intervention strategies during the PLC to assess strategies and student achievements. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	5%	10%	15%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.
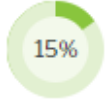
Goal 1: SCHOOL PROGRESS. Ed White will decrease the percentage of students needing Tier 3 Intervention or Summer Instruction by 10 % for Spring 2023

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Ed White will decrease the percentage of students needing Tier 3 Intervention   by 10 % for Spring 2023

Evaluation Data Sources: District Assessments, Monthly Common Assessments, Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary School will provide effective intervention system. during the school year to ensure academic recovery for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White will increase student achievement with 95% of the students promoted without grade placement committee **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Establish a system of check and balance for intervention 2. Train Teacher Assistants and provide resources for intervention 3. Support and monitor intervention to ensure reaching of progress 4. Modify goals and collaborate with classroom teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Funding Sources:** - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $30,000	5%	10%	15%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Ed White will decrease the percentage of students needing Summer Recovery by 10% in Spring 2023

Evaluation Data Sources: District Assessments, Monthly Common Assessments, Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary School will provide effective intervention system. during the school year to reduce the percentage of students needing to attend summer school by Spring 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White will increase student achievement with 95% of the students promoted without grade placement committee **Staff Responsible for Monitoring:** School Leadership Team, Teachers **Action Steps:** 1. Establish a system of check and balance for intervention 2. Train Teacher Assistants and provide resources for intervention 3. Support and monitor intervention to ensure reaching of progress 4. Modify goals and collaborate with classroom teachers. **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $30,000	5%	10%	20%	
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Measurable Objective 3: Ed White Elementary School will provide effective intervention system. during the school year to increase the percentage of students transition from Tier 3 to Tier 2 or Tier 1 up to 10% by Spring 2023

Evaluation Data Sources: District Assessments, Monthly Common Assessments, Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary School will provide effective intervention system. during the school year to increase the percentage of students transition from Tier 3 to Tier 2 or Tier 1 up to 10% by Spring 2023	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ed White Elementary will Increase the percentage of students needing only Tier				

I support by 10%

Staff Responsible for Monitoring: School Leadership Team, Teachers

Action Steps: 1. Establish a system of check and balance for intervention
2. Train Teacher Assistants and provide resources for intervention
3. Support and monitor intervention to ensure reaching of progress
4. Modify goals and collaborate with classroom teachers.

TEA Priorities:
Build a foundation of reading and math
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**
Funding Sources: - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $30,000

5%	10%	20%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS Ed White Elementary School Special Education students will score at or above grade level as measured by the Meats Grade Level Standards on STAAR 3-8 Reading by 5 %.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Ed White Elementary Special Education students will show a 2% or more increase in Master level on the STAAR 3-5 Reading score from the 2021-2022 school year.

Evaluation Data Sources: District Assessments, Monthly Common Assessments, Report Cards

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Ed White Elementary School will provide effective intervention system for our Special Education students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ed White Elementary Special Education students will show a 5% or more increase in Meeting the STAAR 3-5 Reading score	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team, Teachers **Action Steps:** 1. Establish a system of check and balance for intervention 2. Train Teacher Assistants and provide resources for intervention 3. Support and monitor intervention to ensure reaching of progress 4. Modify goals and collaborate with classroom teachers and special education teacher to align with the IEP goals **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $5,000	5%	10%	20%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 2: Ed White Elementary Special Education students will show a 5% or more increase in Meeting level on the STAAR 3-5 Reading score from the 2021-2022 school year.

Evaluation Data Sources: District Assessments, Monthly Common Assessments, Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary School will provide effective intervention system for our Special Education students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ed White Elementary Special Education students will show a 5% or more increase in Meeting level on the STAAR 3-5 Reading score	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team, Teachers **Action Steps:** 1. Establish a system of check and balance for intervention 2. Train Teacher Assistants and provide resources for intervention 3. Support and monitor intervention to ensure reaching of progress 4. Modify goals and collaborate with classroom teachers and special education teacher to align with the IEP goals **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $5,000	5%	10%	20%	
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 3: Ed White Elementary Special Education students will show a 10% or more increase in Approach level on the STAAR 3-5 Reading score from the 2021-2022 school year.

Evaluation Data Sources: District Assessments, Monthly Common Assessments, Report Cards

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary School will provide effective intervention system for our Special Education students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ed White Elementary Special Education students will show a 10% or more increase in Approach level on the STAAR 3-5 Reading score	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Leadership Team, Teachers **Action Steps:** 1. Establish a system of check and balance for intervention 2. Train Teacher Assistants and provide resources for intervention 3. Support and monitor intervention to ensure reaching of progress 4. Modify goals and collaborate with classroom teachers and special education teacher to align with the IEP goals **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $5,000	5%	10%	20%	
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: The percentage of multilingual learners moving at least one proficiency level on TELPAS composite will increase from 40% to 50%

Evaluation Data Sources: TELPAS

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: The campus will implementation of sheltered instruction strategies and other Literacy routines/best practices to increase the percentage of EL learners moving at least one proficiency level by 10%	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of EL learners moving at least one proficiency level by 10% **Staff Responsible for Monitoring:** SI Coach, Leadership Team **Action Steps:** The campus will implement PD/PLC- strategies from "7 steps to a language-rich interactive classroom" **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	10%	15%	20%	

Strategy 2 Details	Reviews			
Strategy 2: The campus will adjust instruction by including ELPS data tracking and ELD Progress Monitoring, will have direct impact on TELPAS Reading performance (ELPS 4G and ELPS 4I)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of EL learners moving at least one proficiency level by 10% **Staff Responsible for Monitoring:** SI coach; School Leadership Team **Action Steps:** Administer TELPAS BOY, MOY, and EOY **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	10%	15%	20%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: The campus will establish a school-wide structured writing activities using a TELPAS writing prompt in create a campus wide writing initiative	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the percentage of EL learners moving at least one proficiency level by 10%
    Staff Responsible for Monitoring: Teachers, SI Coach, Campus Leadership Team
    Action Steps: The campus will include English writing biweekly activities, with feedback through student conferences and display student writing across campus. The campus will establish a calendar of writing activities, contests and connect these activities with literacy across curriculum
 	
TEA Priorities:
Build a foundation of reading and math
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**
Funding Sources: - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $1,000
	10%	15%	20%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: Ed White Elementary will improve our PARENT and COMMUNITY ENGAGEMENT by increasing participation by at-least 10% or more from previous year.
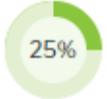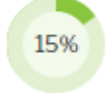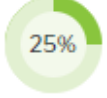
Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: Ed White Elementary School will improve parent and community engagement through two way communication and planned events by 10% for the 2022-2023 school year.

Evaluation Data Sources: Attendance tracker, monthly events calendar, parent feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ed White Elementary will use variety of communication methods to inform parents and communities of school events to increase engagement and participation by 10% from previous year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Although parents and community participation for in person events will be limited, there will be an increase of online participation and community support to enhance student learning **Staff Responsible for Monitoring:** Administrative Team, Social Worker, ESSER Counselor, SEL Coordinator, Wraparound specialist **Action Steps:** 1. Provide monthly newsletter and update Twitter and Web page for communication 2. Establish Principal chats and Title i parent information nights 3. Provide volunteer opportunities in the school **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	15%	20%	25%	

Strategy 2 Details	Reviews			
Strategy 2: Ed White Elementary School will create and utilize a school culture team to create school community events tailor to the students, faculty and staffs and the community to enhance community involvement	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ed White will increase community involvement by 10 % from previous year. **Staff Responsible for Monitoring:** School Administrators, Wraparound specialist, Social Worker, ESSER Counselor **Action Steps:** 1. Establish a calendar of events 2. Provide opportunities to celebrate successes through out the school year. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	15%	20%	25%	

Strategy 3 Details	Reviews			
Strategy 3: Ed White Elementary will work with HISD FACE department to improve school standing from Gold to Platinum School	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ed White will reach the highest standard in Family Friendly School **Staff Responsible for Monitoring:** Administrators, Title I Coordinator, Wraparound Specialist, Social Worker, ESSER Counselor **Action Steps:** 1. Create a calendar of school community events. 2. Provide opportunity for more in person events with limited capacities 3. Create a school wide volunteer program focusing on tutoring/intervention, teacher support, enrichment opportunities for students. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	15%	20%	25%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being
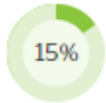
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School nurse will work with wraparound and student support to have them assist in 100% immunization by district timeline	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% by district timeline **Staff Responsible for Monitoring:** School nurse **Action Steps:** call, email, text, **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**	15%	20%	30%	
Strategy 2 Details	Reviews			
Strategy 2: School nurse will conduct school wide immunization drive with outside providers	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase immunization **Staff Responsible for Monitoring:** school nurse	Nov	Jan	Mar	June
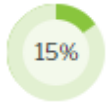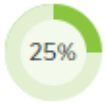
Action Steps: work with providers for health screening and immunization drive

TEA Priorities:
Build a foundation of reading and math
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

15%	20%	30%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School nurse will coordinate school wide screening throughout the year	Formative			Summative
Strategy's Expected Result/Impact: increase vision screening toward compliance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: school nurse				
Action Steps: set calendar for regular screening	15%	20%	30%	
TEA Priorities: Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: School nurse will coordinate support services to assist in screening	Formative			Summative
Strategy's Expected Result/Impact: increase screening to meet compliance	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School nurse				
Action Steps: collaborate with outside agencies	15%	20%	25%	
TEA Priorities: Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				
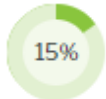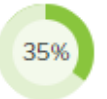
Strategy 3 Details	Reviews			
Strategy 3: Provide health education to parents and students	Formative			Summative
Strategy's Expected Result/Impact: encourage compliance for screening	Nov	Jan	Mar	June
Staff Responsible for Monitoring: school nurse **Action Steps:** set schedules for community meetings **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	20%	25%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Provide community education	Formative			Summative
Strategy's Expected Result/Impact: Increase screening	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School Nurse **Action Steps:** set calendars for education workshops **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	25%	35%	

Strategy 2 Details	Reviews			
Strategy 2: Recruit support agencies to assist screening	Formative			Summative
Strategy's Expected Result/Impact: Increase screening	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School nurse				

	Nov	Jan	Mar
Action Steps: collaborate with agencies **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	15%	20%	35%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: School nurse will conduct Diabetes Screening	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% screened by December **Staff Responsible for Monitoring:** school nurse **Action Steps:** establish schedule and protocol for screening **TEA Priorities:** Connect high school to career and college	15%	20%	35%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
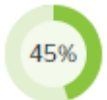
Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School nurse will set school wide procedure and training for medication administration and support	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase school wide awareness of how medication impact student performance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: school nurse, student support personnel **TEA Priorities:** Connect high school to career and college	15%	20%	35%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: School nurse will conduct regular training with school staffs certified in CPR /AED and collaborate to maintain compliance of monthly maintenance	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: immediate support for health services **Staff Responsible for Monitoring:** school nurse **Action Steps:** establish system of support and monitoring **TEA Priorities:** Connect high school to career and college	15%	30%	45%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 4: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will provide a Coordinated School Health Program designed to improve the overall health of the students and increase the practice of communicable disease prevention

Evaluation Data Sources: doctor's note, nurse assessment, wraparound support

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide a Coordinated School Health Program designed to improve the overall health of the students by establishing a procedure for absences and intervention **Strategy's Expected Result/Impact:** reduce communicable illness by 5 % **Staff Responsible for Monitoring:** school leaders, school nurse, school support services **Action Steps:** immediate communication and follow up with the parents and the student's health practitioners **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	35%	40%	
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

State Compensatory

Budget for 267 Ed White Elementary School

Total SCE Funds: $36,730.00
Total FTEs Funded by SCE: 2.75
Brief Description of SCE Services and/or Programs

State Comp Funds are used to help supplement the school's teacher positions. The campus use the positions (classroom teachers and instructional specialist) to provide support for students by reducing class sizes and provide interventions during the school day. The remaining funds help the school focus on after school intervention by paying teachers and tutors after school, provide intervention materials and support instruction during the school day.

Personnel for 267 Ed White Elementary School

Name	Position	FTE
Crawford, Margarita Wong	Tchr, Bilingual	1
Vacant	Lecturer, Hrly	0.25
Vacant	Teaching Assistant-10M	1
Vacant	Tchr, Hrly	0.25
Vacant	Tchr, Hrly	0.25

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Edward White Elementary, a Title I school, located in Southwest Houston and part of the Sharpstown feeder pattern. It is nestled in a low socio-economic community where we are meeting the many needs of our students. Approximately 718 students are enrolled in grades Pre-K through 5th grade. Our students represent the diverse community, originating from fourteen countries of origin and speaking sixteen different languages. The ethnicity profile includes 81% Hispanic, 11.1% Asian, 5.1% African American, and 2.5% Caucasian. Ed White Elementary has 95% Social Economic Disadvantaged population, 80% ELL population, 5% Special Education population, and 6% GT student population.

We have three teachers who are brand new to the teaching profession: Ms Crystal Pineda, 3rd Grade ELA teacher, Ms. Mary Cesar, PrK teacher, Ms. Maricela Tobar, PrK teacher. Our teachers hold the following certifications: 34% Bilingual, 55% ESL, and 6 % Special Education. Staff population consists of 40% Hispanic, 34% White, 26% African American, 6% Asian/Pacific Islander, and 4% Multiple Races, 15% male, and 85% female; with an average of 18 years of experience.

Ed White Elementary offers several after school academic and extracurricular programs to students such as tutorials, art, music, drama, Name That Book, and Student Volunteer Corps. The school receives community and business support from Houston Baptist University, Abundant Life Therapeutic Services, Houston Public Library, Art League Houston, CASE for KIDS, Chinese American Relief Effort and Project Lead the Way.

The identified needs of the campus are writing, basic literacy skills, and math problem solving for grade levels K-5th grade.

HistoricallyThe Reading and Math scores have dipped in recent years. The Reading STAAR approach level scores fell from 80% in 2016 to 72 % in 2018 and increased back to 74% in 2019. The Math STAAR approach scores fell from 88% in 2016 and experienced gains and dipped at 80% in 2019. The STAAR scores for our students were at 62% approach for Reading and 72% approach for Math. In 2020-2021, Ed White STAAR scores felll drastically due to the COVID pandemic and the result of Virtual Learning. However, within the last two years, the STAAR score have steadily increase with the 2022 STAAR scores showing the campus reaching 50% and above for Approach in all tested area except for 5th grade Science (currently at 49%).

The student population is in need of academic, socio-emotional and health services support to provide well rounded services for our students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus improvement plan was developed with the School Leadership Team, School Based Decision Making Team, Grade level teams during PLC. We began at the Spring of 2022 to revise our SIP and updated through the rest of school year with PTO and Parent Meeting discussion and review.

2.2: Regular monitoring and revision

Campus improvement plan was developed with the School Leadership Team, School Based Decision Making Team, Grade level teams during PLC. We began at the Spring of 2022 to revise our SIP and updated through the rest of school year with PTO and Parent Meeting discussion and review.

Ed White continued to review the SIP- First during PreService and then during Open House. Ed White continued the monitoring through out the SDMC meetings with core SDMC members.

2.3: Available to parents and community in an understandable format and language

A copy of the SIP is available in the school website for review. External Funding is translating the SIP to alternative languages.

2.4: Opportunities for all children to meet State standards

With our Title I funding, we are purchasing one additional teacher. We are also using the funds to provide tutorial for students for after school and saturday tutorials, which began in October. We will continue to create opportunities including setting up Bootcamp days for students to attedn for remediation and support.

2.5: Increased learning time and well-rounded education

With our Title I funding, we are purchasing one additional teacher. We are also using the funds to provide tutorial for students for after school and saturday tutorials, which began in October. We will continue to create opportunities including setting up Bootcamp days for students to attedn for remediation and support.

2.6: Address needs of all students, particularly at-risk

With our Title I funding, we are purchasing one additional teacher. We are also using the funds to provide tutorial for students for after school and saturday tutorials, which began in October. We will continue to create opportunities including setting up Bootcamp days for students to attedn for remediation and support. We are also providing additional services through out the school day and after school for students with special needs including dyslexia intervention.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Campus improvement plan was developed with the School Leadership Team, School Based Decision Making Team, Grade level teams during PLC. We began at the Spring of 2022 to revise our SIP and updated through the rest of school year with PTO and Parent Meeting discussion and review.

Ed White continued to review the SIP- First during PreService and then during Open House. Ed White continued the monitoring through out the SDMC meetings with core SDMC members.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Ed White holds quarterly parent engagement meetings and use the opportunity to discuss, coordinate and distribute Parent Engagement Policy

4.2: Offer flexible number of parent involvement meetings

Ed White offered quartely meetings

First rounds of meetings were held in October 13 at 9 AM and October 26 at 5 PM. The flexibiltiy of hours will continue as we will continue to hold both day and evening meetings on a regular basis

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

We are using the funding to provide support for the students. Support include use for tutoring, available resources and supplies.

Title I Personnel

Name	Position	Program	FTE
Amberlyn Prather	ESL Teacher	Title I	1.0
Jasma Prophet	EC-6	Title I	1.0
Leanene Garr	Instructional Specialist	Title I	1.0

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Franklin Chang	Principal
Administrator	Gregory Williams	Assistant Principal
Administrator	Leanene Garr	Instructional Specialist
Classroom Teacher	Martha McMahan	Interventionist
Classroom Teacher	Margarita Crawford	Teacher; CI Coach
Classroom Teacher	LanVy Tran	Teacher/SI Coach

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Eliana Jaramillo	Teacher
Administrator	Franklin Chang	Principal
Non-classroom Professional	Leanene Garr	Teacher Specialist
Administrator	Gregory Williams	Assistant Principal
District-level Professional	Joanne Rivera Lopez	Community support
Community Representative	Tony Tuckwiller	Community support
Classroom Teacher	Jose Contreras	Teacher
Classroom Teacher	Jennifer Dang	Teacher
Classroom Teacher	Neftali Mojica	Teacher
Parent	Maria Guzman	None
Classroom Teacher	Mary Estrada	Teacher
Classroom Teacher	Beverly Fisher	Teacher

Campus Funding Summary

1991010004 - General Fund - State Comp Ed

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1		6300 - Supplies and Materials	$30,000.00
3	1	2	1		6300 - Supplies and Materials	$30,000.00
3	1	3	1		6300 - Supplies and Materials	$30,000.00
					Sub-Total	$90,000.00

1991010006 - General Fund - Bilingual

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	3		6300 - Supplies and Materials	$1,000.00
					Sub-Total	$1,000.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1		6300 - Supplies and Materials	$5,000.00
4	1	2	1		6300 - Supplies and Materials	$5,000.00
4	1	3	1		6300 - Supplies and Materials	$5,000.00
					Sub-Total	$15,000.00

2110000000 - Title 1 Basic Programs

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	$10,000.00
1	1	2	1		6300 - Supplies and Materials	$10,000.00
2	1	1	1		6300 - Supplies and Materials	$10,000.00
2	1	2	1		6300 - Supplies and Materials	$10,000.00
					Sub-Total	$40,000.00

Addendums

2021-2022 Professional Development Plan*				
PD Dates	**PD Format**	**PD Topic**	**Resources Needed**	**SIP Goal Alignment**
Aug. 16	In Person	Ed White Mission and Vision School wide initiatives	School data, handbook	Board Goal 1 and 2
Aug. 17	In Person	Instructional practices and PLC	School data, handbook	Board Goal 1 and 2
Aug. 18	In Person	Teacher Work Day	handbook	Board Goal 5
Aug. 19	Virtual	District Professional Development	School data, Scope sequence	Board Goal 1 and 2
Aug. 20	In Person	TADS, Teacher Handbook Review	handbook	Board Goal 5
Sept. 17	In Person	1st Grade-HB3 Rest of faculty- Student Learning Objectives/ Lesson Plan Best Practices	HB3 Course work, scope sequence,	Board Goal 1 and 2
Oct. 4	In Person	1st Grade-HB3 Rest of faculty- district directed professional development	HB3 Course work, scope sequence,	Board Goal 1 and 2
Feb. 21	In Person	1st Grade-HB3 Rest of faculty-Best practices for Rock N Review	HB3 Course work, scope sequence,	Board Goal 1 and 2

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____ **Campus Number** _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

Continued on next page….

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
   Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

   Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

   Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities**.**

   1. _____

   2. _____

   3. _____

   4. _____

   A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

   B. Indicate how the Parent and Family Engagement Policy was distributed.

   C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page….

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

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ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as __split-funded Title I positions are not allowable.__

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - **[General]**	30003397	
Teacher, Intervention (Hourly) All grade levels - **[Math]**	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - **[Reading]**	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – **[Science]**	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

Before hiring a CSR teacher, schools must first meet the **State's standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

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School Name and Campus #:
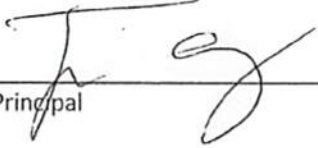
Ed White Elementary /267
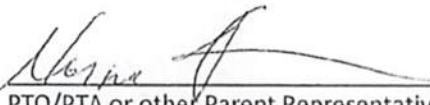**Principal Name:** Franklin Chang

School Office: ESO 1

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on __9/26/2022__ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

_____   9/26/2022
Principal   Date

Signatures below indicate review and approval of this document.

_____   9/24/22
PTO/PTA or other Parent Representative   Date

_____   9/26/2022
SDMC Teacher Representative   Date

_____   10-3-22
School Support Officer/Lead Principal   Date

_____   10/3/2022
School Office/Assistant Superintendent   Date

_____   _____
Effective Schools Facilitator (ESF) or Professional   Date
Service Provider (PSP)
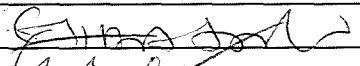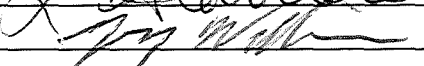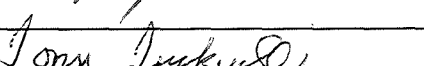(if applicable or still in use under grant contract)
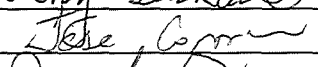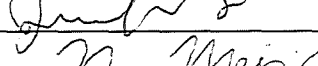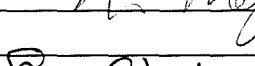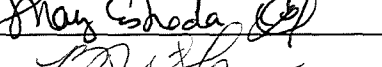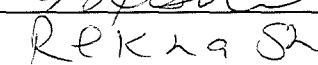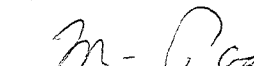
Site-Based Decision Making Committee

Meeting Date: September 26, 2022

3:00 P.M.

Ed White Elementary

Committee Role	Name	Position	Signature
Classroom Teacher	Eliana Jaramillo	Teacher	
Administrator	Franklin Chang		
Non-classroom Professional	Leanene Garr	*Leanene / Instructional Specialist*	
Administrator	Gregory Williams	*Asst Principal*	
District-level Professional	Joanne Rivera Lopez	Community support	
Community Representative	Tony Tuckwiller	Community support	
Classroom Teacher	Jose Contreras	Teacher	
Classroom Teacher	Jennifer Dang	Teacher	
Classroom Teacher	Neftali Mojica	Teacher	
Parent	Maria Guzman	None	
Classroom Teacher	Mary Estrada	Teacher	
Classroom Teacher	Beverly Fisher	Teacher	

Librarian   Rekha Sharma   Librarian   Rekha Sharma

Mancela Padilla   Teacher   M. Padl

Norma Silvas   Canselor