

Houston Independent School District
267 Ed White Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Historically, 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 62% for reading and 72% for Math. In 2020-2021, Ed White's STAAR scores fell drastically due to the COVID pandemic and the result of Virtual Learning. However, within the last two years, the STAAR score has steadily increased with the 2022 STAAR scores showing the campus reaching 50% and above for Approach in all tested areas except for 5th grade Science (currently at 49%).

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: 50% of the students score meet for ELA for 3rd and 5th grade

Problems of Practice Identifying Student Achievement 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 academic skills due to the COVID-19 outbreak. We have made strides in the 2021-2022 and 2022-2023 school years as reflected in the moving of Tier 3 students to Tier 2 and Tier 1 and the improvement in all tested areas in the 2022 STAAR. Our focus for the 2023-2024 school year will be on recovering from learning loss and enhancing productively struggle in rigorous learning en

Problem of Practice 2: What do we need to do to have our students read, write, discuss, and think 95% of the time in the classroom **Root Cause:** Teachers are using too much direct instruction (teacher talk) and not including strategies strategically to increase the percentage of student-centered time to allow students to lead the discussion during instruction.

School Culture and Climate

School Culture and Climate Summary

Students and parents are invested in the campus, and we are continuously improving our school culture for our faculty and staff. We see an increase of parent volunteers in the classroom to support student learning. Our monthly newsletters and Ed White Class DOJO are increasing our community communication.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Teachers and Staff are dedicated to Ed White and its community members. Teachers foster a positive environment for students to learn and set an example for students to achieve goals.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Teachers are involved in the student community and focused on individual classrooms, not thinking as a grade level. Only a few teachers are participating in school events planned for the students and community. **Root Cause:** Ed White teachers were limited in participating in school community activities in the 2021-2022 school year due to COVID.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Provide a realistic job preview to prospective employees — that is, lay out what will be expected from them, what their role will be, and the tools you will provide them with so that they can effectively do their job. Be transparent when you are detailing the tasks that are required for the job. Include the good parts, but do not omit the drudgery that will also be a part of the employee experience. Identify candidates that have potential, but also share similar qualities and standards with our students.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: Actively seek qualified candidates who can provide healthy relationships with students. Staff engagement and participation in school activities. Teacher recognition and celebrating teachers often i.e., birthdays, teacher of the month, perfect attendance, classroom growth, and performance. Match teachers to students specifically to help improve their academic achievement and progress towards goals.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Ed White will continue to retain high-quality teachers who are willing to be coached and supported for classroom instruction **Root Cause:** We have a staff of experienced teachers who are used to doing things their own way. Teachers who are not able to adapt or adjust to the changes in the district's priorities

Parent and Community Engagement

Parent and Community Engagement Summary

We see an increase of parent volunteers in the classroom to support student learning. Our monthly newsletters and Ed White Class DOJO increase our community communication.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Programs from outside sources are offered to parents that will benefit the family's knowledge in education such as Houston Public Library. Ed White has a Wraparound Specialist and Counselor who work with students and families to meet their basic and emotional needs.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: How do we get our parents invested in student learning? How do we get community partners to support our students in academic and enrichment activities? Parents have multiple opportunities to stay involved in student learning. Teachers schedule Parent-Teacher conferences to discuss the student's progress, strengths, and areas of needing improvement. Teachers set clear expectations and **Root Cause:** Ed White parents have been excluded from campus involvement in the 2021-2022 school year due to COVID. The campus is slowly opening for parent involvement in 2023-2024.

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
- 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 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
- ASPIRE
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS data
- T-P ESS 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

Key Actions

Key Action 1: Teachers will use the student learning objective to develop the demonstration of learning for each daily lesson. Teachers are using multiple response strategies throughout the lesson to engage students and check for understanding.

During our weekly professional learning meeting, we will model our teaching strategies and refine our practices before implementing them in the classroom with student

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Teachers will use the student learning objective to develop the demonstration of learning for each daily lesson. Teachers are using multiple response strategies throughout the lesson to engage students and check for understanding.

During our weekly professional learning meeting, we will model our teaching strategies and refine our practices before implementing them in the classroom with student

Indicator 1: Students will show 5 RIT point gain from BOY MAP to EOY MAP

Indicator 2: Students will increase STAAR scores improvement to one level (DNM to approach, approach to meet, meet to masters

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Teachers will use the student learning objective to develop the demonstration of learning for each daily lesson. Teachers are using multiple response strategies throughout the lesson to engage students and check for understanding.</p> <p>During our weekly professional learning meeting, we will model our teaching strategies and refine our practices before implementing them in the classroom with students.</p> <p>School Leaders' Actions</p> <p>School Administrators will review student learning objectives and demonstration of learning daily for each classroom and work with teachers to adjust the rigor and activities to meet the daily objective. School Administrators will conduct on-the-spot coaching as needed during spot observations. School Administrators will conference and plan with teachers as needed and observe their lessons to see if they follow their plan. School Administrators will lead the PLCs to instruct teachers in strategies that will lead to student success in demonstrating their learning at a mastery level.</p> <p>Staff Actions</p> <p>Teachers will engage students in thinking, reading, discussing and writing 95% of the time in class. Teachers will use 100% tracking to ensure mastery of every daily objective.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 2: Teacher investment in the Ed White School Community will increase by their participation of school culture events.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Teacher investment in the Ed White School Community will increase by their participation of school culture events.

Indicator 1: Teachers are encouraging student participation in programs designed to engage students in positive behavior traits and ownership in their part of the community for our campus

Indicator 2: Teachers are participating in planning for campus events that support our community involvement

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Teacher investment in the Ed White School Community will increase by their participation of school culture events.</p> <p>School Leaders' Actions</p> <p>Providing and supporting opportunities for community events that encourage a positive culture for our campus. Review the plans for events to ensure the safety and management are in place for a successful event.</p> <p>Staff Actions</p> <p>Teachers will use class dojo to promote participation in school events. Teachers will take an active in community events through the planning and implementation of events.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 3: Ed White will refine teacher recruitment system and teacher mentoring program to retain high quality teachers

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Ed White will refine teacher recruitment system and teacher mentoring program to retain high quality teachers

Indicator 1: Teachers who are retained will have a growth mindset aligning with the HISD district priorities.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Ed White will refine teacher recruitment system and teacher mentoring program to retain high quality teachers</p> <p>School Leaders' Actions</p> <p>School leaders will screen applicants with a demonstration of teaching. School leaders will coach on the spot with newly hired teachers. School leaders will provide opportunities for newly hired teachers to rehearse lessons.</p> <p>Staff Actions</p> <p>New teachers will be assigned a mentor teacher to support with teacher expectations and requirements. Administrators will coach and plan with teachers during PLCs and scheduled planning times to align instruction for daily lessons. Teachers will attend and engage in lesson rehearsal during weekly PLCs to reflect on their practices and how to improve for more student engagement.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 4: Parents engagement will be increased by 10% for the 2023-2024 school year

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Parents engagement will be increased by 10% for the 2023-2024 school year

Indicator 1: Parent workshops focus on various academic and socio-economic issues.

Indicator 2: Increase parent volunteer in the classroom

Indicator 3: Increase parent membership in the PTO

Specific Action 1 Details	Reviews			
Specific Action 1: Parents engagement will be increased by 10% for the 2023-2024 school year School Leaders' Actions School leaders will hold Coffee with the Principal, Grandparents Day, Lunch with Parents' Day to increase parent participation in the campus School leaders will engage PTO in various school improvement projects to increase parent involvement. Staff Actions Teachers will create opportunities for the parents to volunteer in the classroom Teachers will partner with parents in providing progress reports on the students.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 5: The goal is to ensure each teacher on campus can follow the instructional cycle to provide high quality instruction to students.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The teachers check for understanding and modify the instruction based on the student's response.

Indicator 1: The teachers use a tracker to track student's work with fidelity and use the data for the small group instruction daily.

Indicator 2: The teachers monitor student's progress and document the progress no matter in the small group instruction or intervention.

Indicator 3: The teachers use the student data to plan for the lesson.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: We will ensure each teacher on campus can follow the instructional cycle to provide high quality instruction to students.</p> <p>School Leaders' Actions</p> <p>The administrators check LO/DOL and classroom settings daily after dismissal to ensure each teacher is ready for the next day. The administrators observe daily instruction and provide on-the-spot coaching. After each observation, the administrator sends the spot observation form to each teacher. The administrators identify the current needs based on the observation data, and plan for the weekly PLC. The administrators co-plan and rehearse lessons with the teachers who are identified as high-need ones and observe their instruction the following day to see if the teachers stick to their plan and rehearsal.</p> <p>Staff Actions</p> <p>New teachers will be assigned a mentor teacher to support with teacher expectations and requirements. Teachers will attend PDs and PLCs to grow their capacity, and they'll engage in lesson rehearsal to reflect on their practices and how to improve for more student engagement. Teachers will follow the instructional cycle to provide high quality instruction. Teachers will facilitate small group instruction daily.</p>	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 6: Using instructional applications to enhance student learning.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Teachers will use instructional applications to enhance students' ability to think, read, and write while doing research, typing an essay, or creating a PowerPoint presentation.

Indicator 1: Teachers are utilizing the Canvas platform to its fullest potential to provide students opportunities to use technology in creating their demonstration of knowledge.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide training for teachers to implement instructional applications in the curriculum. School Leaders' Actions School leaders will monitor teacher implementation with opportunities for reading, writing, speaking, and thinking. Staff Actions Teachers will implement instructional applications in the Amplify and Eureka curriculum Teachers will provide opportunities for students to read, write, speak, and think using instructional applications to enhance writing across curriculum.	Formative			Summative
	Feb	Mar	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Key Action 7: Ed White Elementary School will grow staff capacity in providing timely services for students of special needs

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ed White Elementary School will grow staff capacity in providing timely services for students of special needs

Specific Action 1 Details	Reviews			
Specific Action 1: Ed White Elementary School will grow staff capacity in providing timely services for students of special needs School Leaders' Actions * 1. School leader will meet with special education chair and special education team on a weekly basis * 2. School leader will co-lead Special Ed PLC with the chair to collaborate and streamline best practices * 3. School leader will incorporate Special Ed instructional support in weekly PLC for general ed teachers. Staff Actions * 1. Special Education department will consult with general ed teachers to assist with special needs students once a month during the scheduled PLC. * 2. School staffs will be trained by Special Education chair on designated support for students in the general education setting during the Pre-Service training and again during the Middle of the Year to determine STAAR designated support. * 3. School staffs will be trained on Special Education guidelines and follow the guidelines to provide quality education services to current and new special education students once a month during the monthly faculty meeting.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Key Action 8: Ed White Elementary School will grow staff capacity to provide highest quality purposeful instruction

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ed White Elementary School will grow staff capacity to provide highest quality purposeful instruction

Indicator 1: We will conduct monthly Spot Observation as part of teacher evaluation. We will use our September observation as the point of reference focusing on all observation areas. By April 2024, 70% of our teachers will be able to demonstrate purposeful instruction by their proficient rating in demonstrating the use of one or more MRS strategies throughout instruction. By April 2024, 70% of our teachers will be rated "Proficient" and higher on the delivery of high-quality instruction as measured by the rubric.

Specific Action 1 Details		Reviews			
Specific Action 1: Ed White Elementary School will grow staff capacity to provide highest quality purposeful instruction		Formative			Summative
		Feb	Mar	Apr	June
School Leaders' Actions * 1. During Pre-Service, the leadership team will provide professional development on T-TESS and purposeful instructional practices to align lesson objectives for student mastery. Professional Development topics to be covered: Aligning LO and DOL to Daily Instruction, MRS (Multiple Response Strategies) to Enhance Student Discourse in Instruction, Using T-TESS Instructional Rubric to Increase Rigor in Lesson Planning. * 2. The leadership team will conduct weekly instructional team walk focusing on one of the appraisal domain or spot observation area to ensure lesson alignment. * 3. Each member of the leadership team will coach high need teachers using "Get Better Faster" rubric to develop purposeful instruction in the classroom. * 4. The leadership team will conduct monthly Spot Observation using the rubric for all teachers. 5. During weekly School Leaders PLC, the leadership team will review teacher data from the observations, instructional walk and coaching to develop targeted growth plans for all teachers.					
Staff Actions * 1. All faculty members will participate in Pre-Service training on the new evaluation system and purposeful instructional practices to align lesson objectives for student mastery. * 2. All faculty and staffs will participate in weekly PLC focus on instructional practices and lesson planning to enhance rigor in the classroom using multiple response strategies. * 3. All faculty will align learning objectives with mastery tasks in their daily lesson. Learning objectives will be visible in the classroom, clear to the students and evident in the instruction. * 4. During the weekly PLC, teachers will plan for extension or acceleration activities using measurable student data from mastery tasks in the learning objectives.					
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Key Action 9: Ed White Elementary School will successfully implement T-TESS to improve the quality of instruction in the classroom

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Ed White Elementary School will successfully implement T-TESS to improve the quality of instruction in the classroom

Indicator 1: In the 2023-2024 school year, 100% of the appraised teachers will receive a final rating using T-TESS. In the 2023-2024 school year, 100% of the teachers' rating will be aligned to the district teacher evaluation rating goal.

Specific Action 1 Details	Reviews			
Specific Action 1: Ed White Elementary School will successfully implement T-TESS to improve the quality of instruction in the classroom School Leaders' Actions * 1. School leaders will establish a platform using excel or google form to keep track of evaluation metrics. * 2. School leaders will be trained on the new evaluation model by August 2023. * 3. School leaders will evaluate all teachers using the Spot Observation protocol and the new evaluation system rubric. * 4. During the weekly Leadership PLC, the school leaders will review the evaluation metrics per teacher and set target goals for teachers who need additional support and evaluations. Staff Actions * 1. Teachers will be trained on the T-TESS process by August/September 2023. * 2. Teachers will receive regular feedback on instructional practice as aligned with the Spot Observation and T-TESS. * 3. Teachers will receive end of the year rating using T-TESS that will align to the district teacher evaluation goal.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 10: Ed White Elementary School will increase rigor in classroom instruction by raising the level of student-teacher engagement using multiple response strategies.

Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: Ed White Elementary School will increase rigor in classroom instruction by raising the level of student-teacher engagement using multiple response strategies.

Indicator 1: Out of 40 Spot Observations in September, a minimum of 40% of the teachers will receive a "2" or higher on using multiple response strategies. By March 2024, 70% of the teachers will receive a "2" or higher using multiple response strategies.

Indicator 2: By October 2023, 100% of the core content teachers will align their lesson plan with Learning Objectives (LO) with the Demonstration of Learning (DOL).

Indicator 3: By January 2024, 100% of the core content teachers will implement Depth of Knowledge (DOK) scaffolded tasks for students as part of the lesson plan

Specific Action 1 Details		Reviews			
<p>Specific Action 1: Ed White Elementary School will increase rigor in classroom instruction by raising the level of student-teacher engagement using multiple response strategies.</p> <p>School Leaders' Actions</p> <p>* 1. School leaders will provide professional development on multiple response strategies/depth of knowledge during PreService in August. * 2. School leaders will provide professional development on aligning Learning Objectives (LO) with the Demonstration of Learning (DOL) during Pre-Service in August. * 3. School leaders will coach teachers during instruction and PLC on multiple response strategies and learning objective alignment. * 4. School leaders will conduct Spot Observation and instructional walks focusing on Learning Objective alignment and multiple response strategies.</p> <p>Staff Actions</p> <p>* 1. All teachers will receive professional development on multiple response strategies/depth of knowledge during Pre-Service in August and implement one or more multiple response strategy in the daily lesson as stated in the lesson plan and observed during formal and informal walkthroughs to ensure the alignment with the lesson plan. * 2. All teachers will receive professional development on aligning Learning Objectives (LO) with the Demonstration of Learning (DOL) during Pre-Service in August and ensure that the LO and DOL are visible and aligned to the lesson at a high DOK level. * 3. All core content teachers will collaborate during weekly PLC to increase the rigor of the learning objectives and multiple response strategies in their daily instruction and align to the higher DOK level. * 4. Teachers who need support will be matched with a school leader (Principal, Assistant Principal, Teacher Specialist or Interventionist) who will coach the teachers using on the spot coaching and conduct rehearsal sessions with the teacher on a weekly basis using Get Better Faster during the teacher's conference time.</p>		Formative			Summative
		Feb	Mar	Apr	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

State Compensatory

Budget for 267 Ed White Elementary School

Total SCE Funds: \$17,488.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

This year, Ed White SCE fund is limited. Ed White is able to pay for one teacher assistant position. The remaining budget is used for general supplies and teacher extended pay \$10,000 Extended Pay \$7000 General Supplies 2023-2024 State Compensatory Education Personnel Name : Timothy Fiddler Position : Teacher Assistant FTE : 1.0