

Ed White Elementary School
2024-2025 Action Plan
Principal: Franklin Chang
Updated 8.26.24

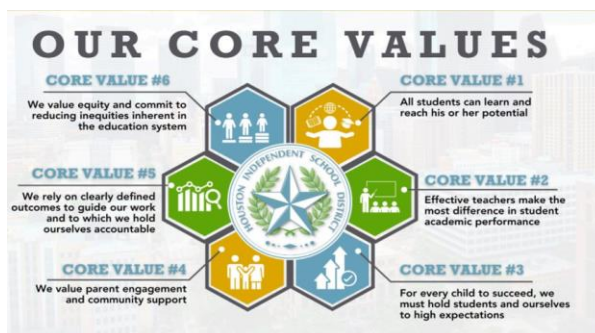
School Action Plan – Needs Assessment (Follow exemplar)

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action



Ed White Elementary School aligns our practices with the HISD philosophy. To develop and maintain a high-performance culture, Ed White Elementary School developed a school action plan that aligns the core beliefs in our daily practices.

We developed the school action by using our 2023-2024 school data as a guide to assess the campus needs. The following data speaks to the campus

Campus Accountability:

I. IRT Scores 2023-2024

PGII (7-8)	PF1 (9-11)	PFII (12-13)	EXI(14)/ EXII(15)
IRT1	IRT2	IRT3	IRT4
8.64	8.88	10.25	11.06

Ed White's IRT scores improved from 8.64 (Progressing II) to 11.06 (Proficient I). One key action to promote high performance culture is by increasing the IRT scores especially in Engage and Connect and Monitor and Adjust.

II. HISD Projected Accountability and STAAR Scores

2024 Projection		2023 Projection	
Overall Score	Overall Letter Grade	Overall Score	Overall Letter Grade
68	D	71	C

Campus Elementary	DNM	Approaches		Meets		Masters
3rd Grade Reading	36%	64%		43%		17%
4th Grade Reading	38%	62%		26%		15%
5th Grade Reading	39%	61%		39%		21%
Campus Total						
3rd Grade Spanish Reading	68%	32%		9%		9%
Campus Total						
3rd Grade Math	51%	49%		25%		6%
4th Grade Math	45%	55%		30%		14%
5th Grade Math	39%	61%		29%		7%
Campus Total						
5th Grade Science	67%	33%		12%		4%
5th Grade Spanish Science						
Campus Total						

Ed White Elementary projected accountability dropped from (C) to (D). Ed White STAAR scores showed that while the STAAR Reading Approach scores stayed above 60%, the Meet and Masters scores decreased from previous years. STAAR Math scores experienced similar drops from last year.

III.2023 EOY to 2024 BOY scores

Campus Elementary	EOY 24 Achievement Percentage	BOY Achievement Percentage
2nd Grade Reading	16%	22%
3rd Grade Reading	24%	22%
4th Grade Reading	34%	25%
5th Grade Reading	29%	23%
Kinder	64%	46%
1st Grade Math	45%	50%
2nd Grade Math	43%	56%
3rd Grade Math	44%	39%
4th Grade Math	46%	33%
5th Grade Math	35%	39%
2nd Grade Science	28%	30%
3rd Grade Science	31%	35%
4th Grade Science	45%	38%
5th Grade Science	44%	39%

Ed White showed some gains in the comparison of the 2023-2024 EOY scores to the 2024-2025 BOY scores in Math. However, there is a significant drop in the BOY scores in Reading.

Needs related to student achievement data

Needs related to student achievement data:

- NWEA data: 58% below grade level in Reading by MOY; 43% below grade level in Math; 45% below grade level in Spanish Reading; 51% fall below grade level in science.
- 2022-23 STAAR data: 40% scored DNM in ELA; 35% scored DNM in Math; 48% scored DNM in science.
- TELPAS data: 33% composite score is at the beginning level.

Improving student achievement is a need for Ed White to move students to be at or above grade level.

Needs related to improving the quality of instruction

1. 60% of the teachers have less than 5 years of experience
2. 60% of the teachers implement MRS or other interactive strategies in fidelity on a daily basis.
3. Spot observation average is at 11.8 and IRT 2 is at 8.8; IRT 3 is at 10.25

Improving the quality of instruction is a need for Ed White to increase the rigor and provide opportunities for students to be an independent thinker in learning.

System evaluation (philosophy, processes, implementation, capacity)

The philosophy of Ed White Elementary School is the belief of a community of lifelong learners. Ed White Elementary has shifted the teaching philosophy from teacher driven to student driven. There is continuing shift from 80% teacher talk/20% student engagement to 20% teacher talk and 80% student engagement. However, student engagement is still limited to teacher/student interaction. The goal of 204-2025 action plan is to make the shift from teacher directed learning to teacher facilitation and student directed learning.

Key Actions

1. Increase teacher capacity to provide the highest quality instruction.
2. Improve Special Education instruction and service delivery.
3. Improve reading and math proficiency in all grade levels.
4. Strengthen the leadership density at Ed White.
5. Improve English proficiency for Emergent Bilingual Students.

School Action Plan Template

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

HIGH PERFORMANCE CULTURE

Increase teacher capacity to provide the highest quality instruction.

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

- Through weekly coaching and support, school leaders will tier the teachers based on instructional capacity as outlined by the Spot Observation, 50% of the teachers will move up one Tier by December 2024 with 70% of the teachers will move up at least one Tier by May 2025.
- By March of 2025, 80% of core teachers will monitor and adjust instruction by incorporating active monitoring checklist during instruction delivery to support students learning.
- By January of 2025, 50% of the teachers will score a minimum of 3 points average for the Monitor and Adjust section of the SPOT and increase to 70% of teachers by May 2025 as measured by the IRT Team and campus average spots.
- By January of 2025 50% of the teachers will score a minimum of 4 points average for Engage and Deliver in the campus SPOT average and IRT review team. By May 2025, the percentage of teachers scoring a minimum of 4 or higher will increase to 70 % as measured by the IRT Team and campus average spots.
- In 2024-2025, 100% of teachers will participate in Demo days during PLC.
- By the end of 2024-2025, 80% of the core teachers will use student data tracker in fidelity to track student progress for DOL mastery.
- Through weekly coaching and Spots, 60% of the average score of the spot observations conducted by school leaders in December 2024 will be at 11 or higher and that score will differ from the average IRT's score by no more than 1.5 points overall. The average score of the spot observations conducted by school leaders in May 2025 will be at least 12 and that score will differ from the average IRT's score by no more than 1 point overall.

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

the objective?)

- Conduct training for all evaluators and teachers on SPOT and T-TESS during Pre-service in August 2024.
- Use SPOT tracker as a tool to discuss teacher instructional improvement weekly and evaluate teacher movement of Tiers monthly.
- Develop a teacher DOL tracker to be used to check student daily progress towards mastery leading to student supports.
- Provide professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation for all teachers.
- Provide tailored tiered support for all teachers especially individual coaching plan support for Tier 3 teachers.
- Require school administrators to receive training in student engagement strategies and purposeful instruction (can be part of the instructional leadership program) and provide training and coaching for teachers using the TOT model.
- Provide training on High Quality Instruction and purposeful teaching to increase teacher capacity and develop a high-performance culture.
- Use SPOT evaluation and on-the- SPOT coaching to engage teachers to use engagement strategies to promote a high-performance culture.
- Use weekly PLC to promote a culture of teacher learners including weekly Demo structure in the PLC

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

- Teachers will attend professional developments on high quality instructions during Pre-Service week in August 2024.
- Teachers will lesson plan as a grade level team and use one day to do lesson demonstrations during lesson planning with grade level leads
- Teachers will attend weekly PLC focus on high quality instruction and do lesson demonstrations on a weekly basis to increase student- to-student interaction and engagement.
- Teachers will share best practices and align instructional practices align to student engagement and high-quality instruction.
- Teachers will receive professional development on student engagement strategies to promote high expectations for students daily.

	<ul style="list-style-type: none"> Teachers will participate in weekly PLC including Demo days as part of the PLC to engage and promote a culture of adult learners. Teacher will meet with appraiser and use the on the spot coaching feedback to improve instruction. Teacher will use the daily DOL Tracker to track student mastery and group students by level of mastery and intervention support.
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	Key Action ONE: High Performance Culture		
Staff Devel.	Who: teachers and staffs		
	What: Pre-service professional development, professional learning community, coaching, and planning, demonstration days		
	When: During professional developments, PLC, lesson planning coaching sessions, demonstration days		
	Where: district and campus		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		0
Funding sources: N/A			

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

LEADERSHIP DENSITY

Strengthen the leadership density at Ed White.

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

- On LEAD Day-to-Day Coaching Rubric, 100% of Tier II leaders will receive a score of 18/25 by January 2025. That % will increase to 100% of leaders receiving a score of 22/25
- On LEAD Day-to-Day Coaching Rubric domain “Overall Engagement,” 100% of leaders will score a 4 out of 7 by January 25. This will increase to have 100% of leaders to score a 6 out of 7 by May 25.
- By the end of December 2024, the school leadership team will calibrate their SPOT calibration walks within one point of each other in the overall SPOT scores for teachers.
- By September of 2024, 100% of Tier II leaders will utilize the Spot and Support Cycle tracker to increase teacher leadership density.

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

- All school leaders will be trained on the LEAD rubric by September 2024.
- School principal will develop a coaching plan through the Coaching and Support Tracker for every Tier II leaders and establish a system of coaching and evaluation for the Tier II leaders.
- School principal will conduct weekly calibration walk with Tier II leaders to focus on Spot Coaching of teachers to align the tiering and support of teachers.
- School principal will conduct coaching and 1-1 meetings to focus on supporting Tier II leaders.

	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> • All school staff will be trained on the LEAD and how school leader evaluation is aligned to teacher evaluation. • Tier II will be coached by school leaders and receive support aligned to the tier level. • A coaching protocol will be developed through collaboration for alignment school wide.
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	Key Action TWO: LEADERSHIP DENSITY		
Staff	Who: School leaders		
	What: LEAD, on the spot coaching, development of coaching plan		
	When: during Pre-Service, bi-weekly Leaders PLC, daily huddle, weekly administrative accountability		
	Where: on campus		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources: N/A		

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

SPECIAL EDUCATION

Improve Special Education instruction and service delivery.

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

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- The principal/assistant principal will ensure timely and full attendance at 100% of ARD meetings, actively participating in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
- Campus administration will conduct audits in the 24-25 school with 100% of quarterly audits of PowerSchool records showing a consistent documentation of accommodations and modifications in PowerSchool.
- By the end of each progress report and report card in the 2024-2025 school year, the principal ensures that 100% IEP progress reports are delivered without delay.
- A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
- By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week's coaching action step(s).
- By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement.

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

the objective?)

- Monitor the Campus Compliance Dashboard in EasyIEP.
- Review records of newly enrolled students and begin services if the student has an IEP.
- Maintain campus ARD tracker to ensure all ARDs are held on time and with required members.
- Principal/Assistant Principal conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.
- Align teacher and staff schedules to the student's IEP.
- Observe and ask for work samples to document the use of accommodations and/or modifications.
- Utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide.
- Establish a system to ensure progress reports are distributed with report cards.
- Meet with Special Education Department on a weekly basis to review compliance reports.
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Special Education department chair will attend grade level and content PLC every month to provide professional development for teachers.
- Teachers will be trained in the beginning of the year on providing and documenting accommodations.
- Teachers will participate in Special education meetings as part of the ARD committee.
- Special Ed teachers will receive training in T-Tess evaluation and on the spot coaching and use the weekly coaching to improve instruction.

	Key Action THREE:SPECIAL EDUCATION		
Staff	Who: teachers and staffs		
	What: Pre-service professional development, professional learning community, coaching, and planning, demonstration days		
	When: During professional developments, PLC, lesson planning coaching sessions, demonstration days		
	Where: district and campus		
Budget	Proposed item	Description	Amount
	Staff development	Pre-Service, weekly PLC, weekly coaching, PD during PD days	
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources: N/A		

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

EMERGENT BILINGUAL LEARNERS

Improve English proficiency for Emergent Bilingual Learners.

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

- By June 2025, 49% of students will grow one level of Proficiency, defined as SY23-24 composite (42%) to SY24-25 composite on TELPAS.
- By May 2025, 60% of EB teachers will score 8/10 or higher in Domain II (Monitor & Adjust and Engage & Deliver) of the spot, as measured by the monthly average spot score for second semester.
- By 2024-2025 PEIMS snapshot, 100% of students identified as potential EB students defined by Home Language Survey indicators are tested and appropriately coded.
- By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.
- By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.

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

- Establish strong and clearly defined systems for identification, enrollment, scheduling, and monitoring coding for all EB students.
- Ensure documentation, timelines, and coding align with federal and state guidelines.
- Review newly enrolled students and properly identify who needs to test for the EB identification assessment (PreLAS/LAS links) within the timeline.
- Pull current student's composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- Ensure all core teachers identify their emergent bilingual students by class by September and have created a plan of action to address learning gaps that consists of data conversations during planning time.
- Form an emergent bilingual at-risk committee responsible for monitoring the performance of

100% of its emergent bilingual at-risk student population.

- Build capacity in campus leaders and teachers to conduct PLCs that routinely evaluate student performance by subgroup (e.g., identify trends, analyze root causes, and determine what changes need to be made to improve outcomes).
- Create a meeting schedule for their at-risk committee to assess the effectiveness of interventions and support for 100% of its EB (at-risk) student population, including non-instructional support (e.g., counseling).
- Facilitate PLC data meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
- Monitor effective use of customized lessons designed using the West Division lesson internalization protocol and informed by targeted classroom observations by campus leaders.
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Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Attend PreService and Professional Development on data analysis and student data tracking
- Develop a system tracking At Risk and Minority student data using NWEA and formative teacher assessment.
- Participate in At Risk committee meetings on a monthly basis
- Participate in PLC to review data for minority/at risk students every cycle

	Key Action Four: EMERGENT BILINGUAL LEARNERS		
Staff	Who: teachers and staffs		
	What: Pre-service professional development, professional learning community, coaching, and planning, demonstration days		
	When: During professional developments, PLC, lesson planning coaching sessions, demonstration days		
	Where: district and campus		
Budget	Proposed item	Description	Amount
	Staff development	Pre-Service, weekly PLC, weekly coaching, PD during PD days	
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources: N/A		

Key Actions	Goals
Key Action 1-High Performance Culture	By January of 2025 50% of the teachers will score a minimum of 4 points average for Engage and Deliver in the campus SPOT average and IRT review team. By May 2025, the percentage of teachers scoring a minimum of 4 or higher will increase to 70 % as measured by the IRT Team and campus average spots.
Key Action II-Leadership Density	On LEAD Day-to-Day Coaching Rubric, 100% of Tier II leaders will receive a score of 18/25 by January 2025. That % will increase to 100% of leaders receiving a score of 22/25
Key Action III- Special Education	A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator.
Key Action IV- Emergent Bilingual Population	By June 2025, 49% of students will grow one level of Proficiency, defined as SY23-24 composite (42%) to SY24-25 composite on TELPAS.