



## **2025-2026 Action Plan**

**Ed White Elementary**

**Brittney Jefferies**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data

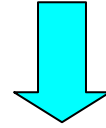
According to our NWEA MAP data, our students lack proficiency in Reading and Math compared to national averages based on the MOY assessment. Reading achievement is at 49th percentile, while Math is at the 46th percentile. Our campus has also shown inconsistency with proficiency based on STAAR data. To improve student outcomes, Ed White will commit to delivering high-quality instruction.

## Needs related to improving the quality of instruction

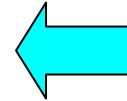
Data highlights a need for the consistent delivery of high-quality instruction based on quarterly IRT observations with student engagement as a key area of growth. IRT scores fall into the Progressing I performance category. Average teacher spot observations conducted by campus admin highlight the need for increased student engagement and monitor & adjust. The average spot score for Domain 2 is 2.28 points. There is a direct correlation between HQI and student achievement. To improve student outcomes, we will commit to delivering high-quality instruction, and the campus administration will conduct on-the-spot coaching and deliver real-time feedback.

## System evaluation (philosophy, processes, implementation, capacity)

The greatest area of need identified in the System Evaluation is **leadership density**, particularly around **instructional capacity**. While the campus has made significant strides in building a positive culture and prioritizing instruction, there is a need to expand leadership capacity in guiding and supporting high-quality instruction. Increasing the number of staff who can lead instructional conversations, monitor data, and support best practices will be critical to deepening impact and sustaining progress. Other systems to approve: data monitoring and tracking, special education systems, intervention implementation (best practices and progress monitoring)



Parameters  
and metrics  
established by  
the District



## Key Actions

- **Improve staff capacity to provide high-quality instruction.**
- **Improve achievement outcomes for emergent bilinguals.**
- **Improve the leadership density on our campus.**

<b>KEY ACTION ONE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve staff capacity to provide high-quality instruction.</b>
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● 65% of scores on spot observations conducted on IRT 2 will be proficient or higher; that percentage will increase to 80% by May 2026.</li> <li>● By January 2026, 70% of the teachers will average 6 points or higher on Domain 2(Engage &amp; Deliver - Monitor &amp; Adjust) as defined by MOY Spot averages; that point average will increase to 7 points by May 2026.</li> <li>● IRT 1 and IRT 2 scores will average at or above 9.5 and increase to 10.5 by IRT 4 in May 2026.</li> <li>● By the end of the academic year, 55% or more students in Math and Reading will receive .6 growth as defined by NWEA MAP MOY.</li> </ul>
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Provide training on the Great 8 during August PD and reinforce key practices throughout the year during campus professional development sessions.</li> <li>● Regularly monitor student data, including DOLs, writing samples, and unit assessments, to track progress and inform instructional decisions.</li> <li>● Consistently provide on-the-spot coaching focused on best practices for Engage &amp; Deliver and Monitor &amp; Adjust</li> <li>● Facilitate effective planning systems during weekly PLCs that include but are not limited to lesson internalization, creation of exemplars, and planning engagement opportunities.</li> </ul>
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Engage weekly in PLCs focused on lesson internalization, data, and the great 8</li> <li>● All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction</li> <li>● Implement the use of engagement strategies and aggressive monitoring techniques daily.</li> <li>● Engage in daily planning consisting of lesson internalization, lesson customization, and lesson at-bats to ensure effective delivery of instruction.</li> <li>● Respond openly to on-the-spot coaching both in the moment and/or during planning.</li> </ul>

### Key Action One: Staff Development

Who: All instructional staff

What: Professional development, lesson internalization, effective use of Engage & Deliver and Monitor & Adjust, data analysis, and aggressive monitoring best practices

When: August 2025 Pre-Service PD, Monthly Campus PD sessions, Weekly PLCs, and designated planning days throughout the school year

Where: Ed White - Classrooms, PLC room

### Key Action One: Budget

Proposed item		Description	Amount
Staff development		Preservice training: Characteristics of the HISD Teacher, High Performing Teams, Quality Instruction, The Dos' and Don'ts of Instruction, Multiple Response Strategies, SPOT, T-TESS domains and process, Campus PLCs,	\$0
Materials/resources		Dry erase white boards, markers, response cards, chart paper, highlighters, expos, erasers, copy paper, pencils, Science experiments/hands on, A Tactile Approach to TELPAS Handout/Presentation, toolboxes for professional development	\$5000
Purchased services			
Other			
<b>TOTAL</b>			<b>\$5000</b>

Funding sources: General Funds 1991010001

<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve English proficiency for emergent bilinguals.</b>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By MOY, 50% of emergent bilinguals in grades 2-5 using the SummitK-12 program will show 0.5 growth.</li> <li>● By May 2026, 70% of emergent bilinguals in grades 2-5 using the SummitK-12 program will show one level of growth by May 2026.</li> <li>● By May 2026, 60% of EB teachers will average 6 points or higher on Engage and Deliver and Monitor and Adjust</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Provide targeted PD on instructional strategies specific to EB student needs, including use of TELPAS data, sentence stems, and scaffolded supports.</li> <li>● Ensure SummitK12 and TELPAS Talks are implemented with fidelity and tracked for impact.</li> <li>● Conduct regular classroom walkthroughs to verify that embedded linguistic supports are used and provide specific feedback for improvement.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> <li>● Engage in weekly PLCs focused on lesson internalization, the Great 8, and data.</li> <li>● Attend all pre-service and in-year PD focused on strategies for supporting EBs, including scaffolded instruction and linguistic accommodations.</li> <li>● Internalize lessons using supports like sentence frames, visuals, and cross-linguistic connections based on student proficiency levels.</li> <li>● Implement strategies targeting Emergent Bilingual students such as scaffolding and differentiation.</li> <li>● Use multilingual guidance resources to ensure supports are embedded in daily instruction for EB students.</li> </ul>	

## Key Action Two: Staff Development

Who: **All instructional staff**

What: Pre-service professional development, professional learning community (PLC), coaching, planning, and lesson at-bats

When: August PD and ongoing support during weekly PLCs

Where: Ed White - Classrooms, PLC room

## Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Pre-service, weekly PLC, daily coaching, District PDs	\$0
Materials/resources	Manipulatives, Supplemental Aids, Linguistic Accommodations, Instructional Technology programs/Intervention Programs	\$0
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources:

<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve leadership density on our campus.</b>
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● <b>By January 2026, on the LEAD day-to-day coaching rubric, 100% of Tier II leaders will receive a score of 18/25.</b></li> <li>● <b>By the end of December 2025, the school leadership team will calibrate their spot calibration walks within one point of each other in the overall spot scores for teachers.</b></li> <li>● <b>By the end of the academic year, the campus average on the Engage &amp; Deliver section of the spot form for all IRT visits will be 4 or higher.</b></li> <li>● By the end of the academic year, the campus average on the Monitor &amp; Adjust section of the spot form for all IRT visits will be 3 or higher.</li> <li>● By the end of the academic year, 60% of core teachers will score 7/10 or higher in Domain II (Monitor &amp; Adjust and Engage &amp; Deliver) of the spot, as measured by the monthly average spot.</li> </ul>
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Facilitate monthly leadership development meetings focused on instructional leadership, SPOT feedback, and coaching skills.</li> <li>● Assign and coach T2 leaders to lead PLCs and PDs using a gradual release model.</li> <li>● Build leadership capacity through instructional walks, calibration, and leadership reflection protocols.</li> <li>● Identify and mentor teacher leaders to facilitate portions of PLCs, lead data talks, and support peer observations</li> <li>● Establish instructional leadership roles with clear responsibilities and support</li> <li>● Provide consistent coaching and feedback to build teacher confidence in instructional leadership</li> <li>● Delegate specific campus initiatives to teacher leaders, allowing them to own and drive impact.</li> </ul>
<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>	

- Engage in peer observations and provide feedback
- Take on leadership roles in PLCs, PD sessions, or campus initiatives
- Reflect on instructional practices and student outcomes using data to guide the next steps
- Serve as a teacher exemplar to model best practices during peer observations
- Actively participate in at least 3 leadership development opportunities per semester offered throughout the year.

### Key Action Three: Staff Development

Who: **Teacher leaders, instructional coaches (tier II leaders)**

What: Leadership development sessions, learning walks, calibration opportunities

When: Monthly leadership meeting, August/October/January PD, ongoing coaching

Where: Ed White, conference room, classrooms

### Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Leadership training, Admin PLCs, coaching PD	\$0
Materials/resources	Leadership binders, observation tools, instructional guides	\$300
Purchased services		
Other		
Other		
<b>TOTAL</b>		\$300

Funding sources: Professional Development allotment