

ED WHITE ELEMENTARY 2026-2027 ACTION PLAN

Brittney Jefferies, Principal



Campus Visit Profile - Elem/Middle

School **White E ES**

Prin: Jefferies, Brittney

EDI: Everett, Deshonta

NES-E **West** **521** **856** **61%** **55%**
Area **Region** **Enrollment** **Bldg Cap** **% Capacity** **FCI**

TEA Accountability

22-23
C (71)

23-24
D (68)

24-25
C (76)

25-26
C (77)

CIRCLE - EOY
(% Proficiency)

DIBELS - EOY
(% Met Benchmark)

LECTURA - EOY
(% Met Benchmark)

24-25
58.82%

25-26
33.33%

24-25
44.81%

25-26
47.52%

24-25
46.55%

25-26
56.48%

ENROLLMENT

Grade Level	24-25	25-26	26-27	Projected	Projected vs Actual
PK	105	76	87	76	11
KG	82	91	56	88	-32
1	85	71	69	90	-21
2	111	79	71	68	3
3	112	85	67	71	-4
4	100	103	83	80	3
5	96	96	88	100	-12
Total	691	601	521	573	-52

ETHNICITY

Ethnicity	24-25	25-26	26-27
Hispanic	595	527	455
Asian	71	50	33
Black	20	14	21
White	2	7	9
Pacific Islander	0	0	2
American Indian	0	1	1
Multiple Races	3	3	0
No Race Info	0	0	0
Total	691	602	521

GROUPS

Student Group	24-25	25-26	26-27
At Risk	605	528	347
EB	550	475	345
Eco Dis	635	600	504
GT	40	33	22
SPED	51	53	18

STAAR - 4YR

Note: The "Grade" column represents the students enrolled grade, not tested grade.

Mathematics

Year Grade	2023		2024		2025		2026	
	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast
3	36	16	25	6	36	10	40	20
4	30	13	30	14	24	11	29	13
5	37	15	29	7	38	18	43	15

Reading

Year Grade	2023		2024		2025		2026	
	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast
3	36	19	35	15	22	8	48	19
4	28	14	26	15	31	14	37	10
5	54	29	39	21	47	24	46	30

Science

Year Grade	2023		2024		2025		2026	
	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast	% Me+	% Mast
5	22	8	12	4	21	10	27	14

Ed White ES School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Ed White Elementary received a **77 “C” rating** under the TEA accountability rating system.
- The data used for this needs assessment is derived from the results of the 2025–2026 STAAR tests.
 - **STAAR Math Meets/Masters:** increased by **4 percentage points in Meets**, from 33% in 2025 to 37% in 2026, and **3 percentage points in Masters**, from 13% to 16%.
 - **STAAR Reading Meets/Masters:** increased by **10 percentage points in Meets**, from 33% in 2025 to 43% in 2026, and **4 percentage points in Masters**, from 15% to 19%.
 - **STAAR Science Meets/Masters:** increased by **6 percentage points in Meets**, from 21% in 2025 to 27% in 2026, and **4 percentage points in Masters**, from 10% to 14%.
- TELPAS Advanced+ performance increased by 4 percentage points, from 26% in 2025 to 30% in 2026.

NWEA MAP Beginning of Year (BOY '26–'27) **Math** indicated that:

- 21% of students were in the 1st–20th percentile
- 21% were in the 21st–40th percentile
- 19% were in the 41st–60th percentile
- 22% were in the 61st–80th percentile
- 17% were above the 80th percentile

The **campus median achievement percentile was 50th**, based on **410 students tested**.

NWEA MAP Beginning of Year (BOY '26–'27) **Reading** indicated that:

- 36% of students were in the 1st–20th percentile
- 20% were in the 21st–40th percentile
- 14% were in the 41st–60th percentile
- 19% were in the 61st–80th percentile
- 11% were above the 80th percentile

The **campus median achievement percentile was 34th**, based on **296 students tested**.

Needs related to improving the quality of instruction
ROOT CAUSE
Based on our most recent NWEA MAP BOY 2026–2027 results, student achievement at Ed White Elementary demonstrates a continued need for improvement, particularly in Reading. Campuswide Reading achievement is at the 34th percentile, with 56% of students performing at or below the 40th percentile. In Math, campus achievement is at the 50th percentile, with 42% of students performing at or below the 40th percentile. These results indicate that a significant percentage of students entered the school year with unfinished learning and require accelerated, targeted instruction to meet grade-level expectations. While 2026 STAAR results demonstrated year-over-year growth, overall proficiency remains an area of focus. Reading increased from 33% to 43% Meets and from 15% to 19% Masters, while Math increased from 33% to 37% Meets and from 13% to 16% Masters. Science also increased from 21% to 27% Meets and from 10% to 14% Masters. Although gains were evident across all three content areas, the percentage of students demonstrating grade-level mastery remains insufficient. The root cause is the inconsistent implementation of high-quality Tier 1 instruction across classrooms, including lesson internalization, pacing, checks for understanding, purposeful student discourse, writing, and actionable feedback. To accelerate achievement, Ed White Elementary must strengthen instructional consistency and rigor through targeted coaching, data-driven planning, aggressive monitoring, and consistent implementation of high-impact instructional practices across all classrooms.

Key Actions (Focus Areas)
1. Improve English proficiency for the identified at-risk population of Emergent Bilingual students 2. Improve math and reading proficiency in grades 3-5. 3. Improve SPED service delivery and outcomes 4. Improve staff capacity to provide high-quality instruction

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve English proficiency for the identified at-risk population of Emergent Bilingual students
	Indicators of success (Measurable results that describe success.)

- By January 2027, 45% of Emergent Bilingual students (EB) in grades 3-5 will meet their individual growth target on NWEA MAP (Math & Reading).
- By June 2027, 45% of EB students will advance at least one proficiency level in the English language.
- By January 2027, Spot scores of campus bilingual teachers will meet or exceed 10.5; this will increase to 13 by June 2027.

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

- Leaders will coach teachers to implement the QSSSA framework with fidelity by planning intentional questions, providing academic sentence stems, and facilitating Turn & Talks and Quick Responses so every student has multiple opportunities to read, write, speak, and think in English during every lesson.
- Leaders will track, reflect on, and respond to the emergent bilingual achievement outcomes aligned to reading and/or Math DOLs and unit assessments through block-to-block coaching and weekly leadership team meetings.
- Leaders will coach teachers to mastery on how to effectively monitor student discourse, make the needed instructional adjustments, and provide feedback to EB students.
- Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2026 and as needed throughout the school year.
- Leaders will effectively train all K-1st teachers on how to administer the TELPAS assessment and rate student outcomes by February 2026.
- Leaders will coach and monitor the implementation of SCR and ECR across content and provide ongoing professional development refreshers monthly to ensure mastery in these areas for teachers and scholars.

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

- Execute HISD-specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars with various opportunities to listen to, read, write and speak in English.

- Intentionally adjust instructional practices to reflect targeted, differentiated support for all emergent bilingual (at-risk) students in all instructional spaces, on a block-to-block daily basis.
- Execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.
- Implement instructional best practices focused on the "Great 8" provided during PD sessions, utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding.
- Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students' writing.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on-the-spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and to ensure a well-rounded education.	0
Materials/resources	Curriculum documents, Lead4ward documents,	0

	Ontrack reports, SPOT form Lesson internalization document	
Purchased services	NA	
State Compensatory Education Funds	Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used.	How much of campus \$402,748 will be used for this group?
Other		
TOTAL		o
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve math and reading proficiency for all students in grades 3-5
	Indicators of success (Measurable results that describe success.)
	- By January 2027 (MOY), the campus median achievement percentile in Reading will increase from the 34th percentile to at least the 40th percentile, and by May 2027 (EOY), increase to at least the 45th percentile. - By January 2027 (MOY), the campus median achievement percentile in Math will increase from the 50th percentile to at least the 55th percentile, and by May 2027 (EOY), increase to at least the 60th percentile. - By January 2027 (MOY), at least 50% of students in grades 3-5 will meet or exceed their NWEA projected growth goal in Reading and Math; by May 2027 (EOY), at least 60% will meet or exceed their projected growth goal.

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

- Leadership team will explain the rationale and philosophy of systems thinking that will support improving student achievement.
- Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR & AOT classrooms.
- Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery
- Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, ‘meets’ and ‘masters’, outcomes during our weekly leadership team meeting.
- Coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement.
- Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.

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

- Plan and execute a daily SCR in all core content classrooms from September 2026 to May 2027, and monthly ECR in ELAR
- Analyze the quality of student work by identifying trends in gaps in work samples pulled from 4 low, 4 medium, and 4 high-performing student work samples during Tier 1 instruction, both on a block-to-block and daily basis. (This includes when unit assessments occur)
- Intentionally plan 2nd and 3rd teach lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments
- Ensure all student-facing materials for 1st and 2nd teach are customized, before first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content

- Engage in PLCs and Demo Days weekly to receive data-driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On-the-spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0
Materials/resources	District curriculum, Great 8 PD, district PD resources, Spot Form	0
Purchased services	NA	
State Compensatory Education Funds	Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used.	How much of campus \$402,748 will be used for this group?
Other		
TOTAL		0
Funding sources: SCE		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve SPED service delivery and outcomes.
	Indicators of success (Measurable results that describe success.)
	• By January 2027, the campus will receive a Proficient score on ARD timeliness and participation, and increase to Exemplary by June 2027 according to the SPED compliance rubric. • By January 2027, special education teachers will score an 8 or higher in Instruction on the SPOT observation conducted by the campus leadership team during co-teaching. • By the end of the first semester, 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Perform campus-based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on the quality of IEPs using the Office of Special Education Services Folder Audit Rubric. • Meet with SpEd Department Chair and SpEd support weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, Dyslexia, and Documentation. • Coach staff on high-quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SpEd scholars. • Coach staff on high-quality instructional look-fors, based on the specialty guidance for SpEd Co-Teach, with a targeted focus on Instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Co-Teachers and Teachers will document all SpEd. students' accommodations and/or modifications in PowerSchool, as reflected by the 3-week grading benchmarks.

- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Implement instructional best practices during professional development sessions and on-the-spot coaching to ensure high-quality, differentiated, and scaffolded instruction daily to students.
- Implement high-quality instructional look-fors based on the district specialty guidance for Special Education teachers, with a targeted focus on Domain 2 Instruction.

Key Action THREE: Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, provide professional development sessions on the following: on-the-spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher-order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack, and A4E data reports	0
Purchased services	NA	
Other		
TOTAL		0

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve staff capacity to provide high-quality instruction.
	Indicators of success (Measurable results that describe success.)
	● By the MOY campus culture survey, 80 % of teachers will agree or strongly agree to the following statement: “The instructional feedback I get helps me improve the quality of my instruction”. This percentage will increase to 85% by the EOY campus culture survey. ● By IRT 2, 65% of spot observation scores will meet or exceed the proficient level (10.5 or higher), with performance increasing to 80% by May 2027.” ● By January 2027, 65% of teachers will earn an average score of 8.5 or higher on the Instruction component of the HISD Spot Form ● By December 2026, at least 50% of teachers will demonstrate instructional proficiency by earning a Proficient I rating or higher, increasing to at least 75% by May 2027, as measured by formal instructional observations.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	● Provide training on the Great 8 during August PD and reinforce key practices throughout the year during campus professional development sessions. ● Regularly monitor student data, including DOLs, writing samples, and unit assessments, to track progress and inform instructional decisions. ● Consistently provide on-the-spot coaching focused on best practices for Instruction ● Facilitate effective planning systems during weekly PLCs that include but are not limited to lesson internalization, creation of exemplars, and planning engagement opportunities.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Engage weekly in PLCs focused on lesson internalization, data, and the great 8 ● All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction ● Implement the use of engagement strategies and aggressive monitoring techniques daily. ● Engage in daily planning consisting of lesson internalization, lesson customization, and lesson at-bats to ensure effective delivery of instruction.

	• Respond openly to on-the-spot coaching both in the moment and/or during planning.
--	---

Key Action FOUR: Staff Development		
Who: Campus leadership team and staff		
What: Professional development, lesson internalization, effective use of Engage & Deliver and Monitor & Adjust, data analysis, and aggressive monitoring best practices.		
When: August 2026 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 FOUR: Budget		
Proposed item	Description	Amount
Staff development		o
Materials/resources		o
Purchased services	NA	
Other		
Other		
TOTAL		o
Funding sources:		