

**Edna Independent School District**  
**Edna Junior High School**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

**Edna ISD: Ensuring a Quality Education for All**

## **Vision**

**Edna ISD: Offering Small Town Values While Preparing Students for Global Expectations.**

**Learning is required. Excellence and No Excuses!**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The following areas were highlighted as potential areas to address in the 2021-2022 CNA for Edna Junior High:

1. Continued development in curriculum planning, scope and sequence, and lesson plans, with a focus on key concepts and skills and on appropriate rigor of lessons and instruction
2. Increased parental involvement and communication methods
3. Improvements in RTI and tutoring
4. Pull from the top and support the bottom

# Demographics

## Demographics Summary

Edna ISD is a rural 3A district with approximately 1,600 students. Edna is in the heart of Jackson County, Texas. Edna is located 25 miles north of Victoria, Texas on Interstate 59 along the Gulf Coast of Texas. The economy is based upon agriculture, oil and gas industry, and retail with a component of manufacturing/construction companies. Edna ISD has four campuses: Edna High School (9-12), Edna Junior High (6-8), Edna Elementary (PK-5), and Edna Alternative School which serves as a drop out and credit recovery campus as well as the DAEP for EISD.

Edna ISD is an ethnically diverse district. The student body is composed of: 39% Hispanic, 16% African American, and 44% Caucasian with a 63% economic disadvantaged percentage. Our male to female ratio for students is 50/50 with approximately 10% of our student population being English Language Learners. Edna is the fiscal agent and host for the Jackson County Special Education Co-op that provides special education services to Edna ISD, Ganado ISD, Industrial ISD and Louise ISD which are the school districts that comprise Jackson and part of Wharton County. In 2018, the median age of all people in Edna, TX was 36.4 years old. Households in Edna, TX have a median annual income of \$51,753, which is less than the median annual income of \$61,937 across the entire United States. This is in comparison to a median income of \$50,139 in 2017, which represents a 3.22% annual growth.

The population of Edna was 5,700 at the 2020 census. It is the county seat of Jackson County. Edna is the gateway to 11,000-acre (45 km) Lake Texana, which covers the site of Texana, Texas. The city has a hospital, convalescent home, library, museum, city park with swimming pool, three banks, two savings and loan associations, a country club with a nine-hole golf course, and Oak Creek Village, a retirement community. It is the center of a prosperous agricultural area with petroleum and natural gas production and has an active chamber of commerce, oilfield service industries, and two grain elevators.

## Demographics Strengths

Edna ISD has a strong graduation rate that is at 100% (both 4 year longitudinal and 5 year extended) for the last three years and has earned 7 state distinctions for Post Secondary Readiness, Closing the Gap, Science, ELAR, Math, and Social Studies when compared to our cohort group. Our students tend to graduate with a heavy emphasis on Career and Technology endorsements with endorsements in STEM, Agriculture, Welding, Construction, Business and Industry, and Fine Arts as well. Edna has partnered with Victoria College to offer dual credit opportunities with over 75 students participating in this program. EHS has emphasized honors and AP courses for improved instruction containing rigor and relevance. EHS and EJHS have adopted an Achieve curriculum that focuses on college and career readiness and targets strengthening student resolve and preparation for post secondary enrollment and success.

Ethnic diversity brings opportunities for shared cultural experiences and prepares our students for real world experiences where they are expected to collaborate and perform as a group with a diverse set of future colleagues on a global scale. We embrace these opportunities to build upon these soft skills that prepare one for future success in a global economy. The most common industries in Edna, TX, by number of employees, are Manufacturing (421 people), Health Care & Social Assistance (381 people), and Retail Trade (270 people). In 2018, the median property value in Edna, TX grew to \$91,800 from the previous year's value of \$89,500.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Rigor and relevance are two upper level thinking attributes in need of improvement. EJHS will track small group talk and critical writing through the data teams meetings. Samples and scores will be shared and tracked for improvement. There will be a 10% improvement from BOY levels to EOY measures. **Root Cause:** Student participation in terms of dialogue, processing, and critical writing have not been emphasized to the level needed to achieve mastery on the state assessment levels.

**Problem Statement 2:** EJHS students did not meet state averages for the master's level of performance on STAAR in 5 of the 9 possible Master's level percentages. **Root Cause:** Rigor in the enrichment level classes needs to be examined to ensure that our highest performing students are receiving the academic push that is necessary to help them achieve Master level performance on STAAR.

**Problem Statement 3:** Student learning in terms of both performance and pedagogy is not calibrated throughout the system which results in performance gaps and process deficiencies. **Root Cause:** Teaching methodology is not formulated by subject and grade level and vertical alignment of the curriculum is not at a level sufficient to produce consistent results and processes.

**Problem Statement 4:** The overall performance of the EJHS student subgroups (English Language Learners, Economically Disadvantaged, Special Education) when measured by state assessments must improve to match the total standard of the school and to be comparable to preferred state averages. Overall an increase in performance of 3 % is the goal on an annual basis on STAAR. **Root Cause:** The root cause is a deficiency in vocabulary and background knowledge and experience when the student first enters school, which then translates to an academic performance gap. This is difficult to address simultaneously while staying abreast of the information and current grade level TEKS requirements expected by the State.

# Student Learning

## Student Learning Summary

### STAAR 2021

#### 6th grade

Reading Approaches - 55%

Reading Meets - 24%

Reading Masters - 8%

Math Approaches - 81% (above state average)

Math Meets - 44% (above state average)

Math Masters - 18% (above state average)

#### 7th grade

Writing Approaches - 66% (above state average)

Writing Meets - 38% (above state average)

Writing Masters - 8%

Reading Approaches - 68% (same as state average)

Reading Meets - 38%

Reading Masters - 22%

Math Approaches - 59% (above state average)

Math Meets - 31% (above state average)

Math Masters - 10%

#### 8th grade

Reading Approaches - 86% (above state average)

Reading Meets - 47% (above state average)

Reading Masters - 20%

Math Approaches - 84% (above state average)

Math Meets - 64% (above state average)

Math Masters - 24% (above state average)

Science Approaches - 91% (above state average)

Science Meets - 62% (above state average)

Science Masters - 28% (above state average)

Social Studies Approaches - 72% (above state average)

Social Studies Meets - 39% (above state average)

Social Studies Masters - 20% (above state average)

### **Student Learning Strengths**

Overall, Edna Junior High students did well on the STAAR math assessments and the STAAR Science assessments. Overall, the 8th grade students performed well in Reading, Math, and Science.

In 19/27 (70.4%) reporting categories EJHS students performed ABOVE the state average. 5 of the 8 reporting categories that EJHS performed below the state average were in the MASTERS level of performance.

## Problem Statements Identifying Student Learning Needs

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# School Processes & Programs

## School Processes & Programs Summary

Edna ISD uses a variety of processes to evaluate program effectiveness and direction and to make recommendations for system improvement. Data teams are utilized as a method of RTI tracking utilizing Eduphoria and Lead4ward as well as curricular coaching and pacing monitoring. The teams are made up of classroom teachers, special services, campus administrators and District administration. In 21-22 EJHS will utilize Data Coaches in conjunction with the Curriculum administrators to track instructional processes and planning and encompass data analysis.

The leadership team meets to discuss academic progress and direction and discuss the need of various resources. The leadership team is involved in Instructional Rounds where we emphasize district initiated instructional strategies that target rigor and relevance.

The District utilizes EISD Curriculum Portal through Google as a curricular vehicle that gives core teachers a scope and sequence to work from and provides document tracking. This is the format for the lesson planning component. The district selects curriculum that address the needs of the students and meets the requirements as set forth by TEA. Programs include TEKS Resource System and TexGuide as a vessel to locate assignments, Power Points, videos, projects, and performance assessments by lesson.

## School Processes & Programs Strengths

Edna ISD uses the Fundamental Five program as a guide for district wide adopted teaching strategies that enhances the retention and student participation in the learning process. Instructional Rounds are utilized within the district as a means of judging utilization and fidelity to the program in each classroom and by campus. Leadership development is emphasized with the administrative team and book studies, and PLC's are utilized to stimulate growth in a chosen area in need of intervention or improvement.

Surveys on climate and satisfaction are utilized throughout the district on both the campus and district levels. These needs assessments are used as a planning mechanism for improvement plans and directional concerns of the administrative team. Data driven decision making is emphasized throughout the system as a means of improvement fidelity. Data from a variety of sources is utilized to ensure that an emphasis on improvement comes from planning from the perspective of pulling from the top, with a system of supports for intervention needs.

Special programs are a district emphasis and strength. Career and Technology programs at the high school are clustered and designed to meet the demands of career ready and emphasize real world skills needed to be successful in your chosen field.

## Problem Statements Identifying School Processes & Programs Needs

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# Perceptions

## Perceptions Summary

Edna ISD has adopted the slogan of *Improve the Brand* to show our commitment to excellence. This year we will add *Back in the Saddle* to designate a break from the protocols and restrictions associated with Covid-19. Customer service is an emphasis that drives the perception that we cultivate within our stakeholders. Our goal is academic excellence for our students in all areas such as assessments, college and career ready, and extracurricular activities. If the bar is set high, we can be assured that we are moving forward with improvements and must hold all involved parties accountable for their production.

Social media presence has increased dramatically the last few years with an emphasis on celebrating success as well as improving the lines of communication. All of this goes towards improving the brand image within the community and generates involvement and participation within the improvement processes. Communication through a variety of platforms is the key to messaging our stakeholders with the positive attributes of Edna ISD.

## Perceptions Strengths

Edna ISD strives to promote the positive happenings occurring within the district. Student successes are shared within the school and community. Cowboy Family is an emphasis throughout the community and a source of pride for Edna ISD students, staff, and stakeholders. Cowboy and Cowgirl pride are a common theme and thread within all EISD social media accounts, the website, and the school app. Edna ISD continues to increase its social media presence which has a positive impact on our *Improve the Brand/ Back In the Saddle* campaign.

Edna ISD has earned the highest level of accountability from the State of Texas over the last five years in achieving *Met Standard* and scoring a grade overall of a *B* with 9 distinctions in *English, Social Studies, Science, Closing the Gap, and Post-Secondary Readiness*.

The implementation of a *Pull From The Top* mentality allows us to have high expectations for our students academically as well as providing the supports necessary to ensure success.

## Problem Statements Identifying Perceptions Needs

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# Priority Problem Statements

# Goals

**Goal 1:** Edna Junior High will provide relevant learning experiences to ensure every student receives a quality education. The established goal is to increase performance and participation on standardized tests as reflected in a 22% average in mastery attainment levels.

**Performance Objective 1:** The campus goal is to obtain an average of 22% masters attainment on the STAAR report for each tested subject area. The campus will also focus on exceeding the state averages for subgroups and closing the gap indicators.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** EJHS will assimilate data from multiple sources as a means to determine mastery and remediation needs.

BOY/MOY benchmark exam data to determine gaps  
unit exam data  
data team meetings discussion  
weekly lesson plans  
walk-through observations/feedback  
campus level PLC's discussions  
instructional rounds/Powerwalks data documentation  
STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> EJH students will participate in a greater number of opportunities to engage in purposeful talk, critical writing activities and focused note-taking which will drive instructional levels to higher order thinking to result in an increase in the number of students in all sub-populations achieving meets and/or masters standard on the STAAR.  <b>Strategy's Expected Result/Impact:</b> 22% masters attainment average for 2022 STAAR assessments; Increased student progress on an individual level and increased performance on state accountability from previous year.  <b>Staff Responsible for Monitoring:</b> Administrators, data coaches, grade level chairs, classroom teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Aug	Nov	Feb	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish WIN (What I Need) TIME into the regular schedule at EJHS. WIN TIME will be run on a modified schedule so that within the school day students are able to attend needed tutorials and receive intervention support from teachers, work on academic projects, GT projects, practice for UIL, etc. All time spend during WIN TIME will be tied directly to curriculum objectives. Student rotation assignments during WIN TIME will be based on assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> ALL students will receive instruction based on what they need academically. This strategy addresses ALL student needs by providing a variety of rotation options for students at all academic levels. Increased student progress on an individual level and increased performance on state accountability from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, data coaches, grade level chairs, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Aug	Nov	Feb	May

**Goal 1:** Edna Junior High will provide relevant learning experiences to ensure every student receives a quality education. The established goal is to increase performance and participation on standardized tests as reflected in a 22% average in mastery attainment levels.

**Performance Objective 2:** Increased emphasis on scientific based teaching strategies, as used in the Fundamental Five model, to increase student engagement within the classroom. Student progress will be monitored throughout the instructional cycle and adjustments made to impact remediation.

### Targeted or ESF High Priority

### HB3 Goal

**Evaluation Data Sources:** EJHS will assimilate data from multiple sources as a means to determine mastery and remediation needs.

BOY/MOY benchmark exam data to determine gaps  
 unit exam data  
 data team meetings discussion  
 weekly lesson plans  
 walk-through observations/feedback  
 campus level PLC's discussions  
 instructional rounds/Powerwalks data documentation  
 STAAR results

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Lesson plans will be reflective of the Fundamental Five instructional approach to teaching and will include Performance Assessments from the TEKS Resource System. TEKS Resource and Texguide will be utilized as instructional resources for curriculum planning.  <b>Strategy's Expected Result/Impact:</b> Student engagement will be enhanced with well thought out lesson planning. Utilization of TEKS Resource and TExGUIDE will result in more rigorous lessons and class discussions. MOY/EOY data will reflect improved scores over previous year's data. Increased student progress on an individual level and increased performance on state accountability from previous year.  <b>Staff Responsible for Monitoring:</b> Administrators, data coaches, grade level chairs, classroom teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Aug	Nov	Feb	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Utilize the Google Classroom platform for increased technology integration.  <b>Strategy's Expected Result/Impact:</b> Technology integration will spark student engagement and interest in lessons. MOY/EOY data will reflect increased scores from previous year's data. Increased student progress on an individual level and increased performance on state accountability from previous year.  <b>Staff Responsible for Monitoring:</b> Administrators, data coaches, grade level chairs, classroom teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Aug	Nov	Feb	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Eduphoria will be used for administering assessments to help keep track of TEKS coverage. The data will be discussed in content centered data team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Regularly scheduled data meeting between data coaches and classroom teachers and between campus administration and classroom teachers. MOY/EOY data will reflect increased scores from previous year's data. Increased student progress on an individual level and increased performance on state accountability from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, data coaches, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 2:** Edna Junior High will implement a curriculum management tool using the Google platform that measures with fidelity the coverage of the course level TEKS and the progress of lesson delivery. Lesson planning will track and align progress in the course scope and sequences. Performance assessments are linked to Fundamental Five and the pedagogy outlined in the TEKS Resource System. The weekly monitoring of lesson plans and data meetings with teachers will result in consistency between the scope and sequences and instruction of the courses on campus. Data coaches will assist with consistency of teaching methodology that is results oriented and disseminate data to be used in instructional planning that is targeted to specific deficiencies.

**Performance Objective 1:** Edna Junior High will support the needs of the teachers to ensure they have the skill set to implement learning environments that address the needs of each student. Data coaches will assist in calibration of teaching processes and the associated data driven instructional decisions.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY/MOY benchmark exam data to determine gaps

unit exam data

data team meetings minutes

weekly lesson plans

walk-through observations/feedback

campus level PLC's discussions

instructional rounds/Powerwalks data documentation

STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will plan using the google planning documents created by the C&I department. TEKS Resource System and TExGUIDE will be accessed regularly to ensure TEKS specificity and appropriate lesson rigor level. <b>Strategy's Expected Result/Impact:</b> With well thought out lesson plans, students will experience improved lessons, thus enhancing their learning experiences. MOY/EOY data will reflect increased scores from previous year's data. Increased student progress on an individual level and increased performance on state accountability from previous year. <b>Staff Responsible for Monitoring:</b> Administrators, data coaches, grade level chairs, classroom teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly PLC meetings, with an emphasis on conversations about effective instructional practices, student progress/monitoring, student intervention, and data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Culture of professionalism among staff; MOY/EOY data will reflect increased scores from previous year's data; 22% master's level attainment as measured by STAAR. Increased student progress on an individual level and increased performance on state accountability from previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, data coaches, grade level chairs, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Performance Objective 2:** Edna Junior High will incorporate a pull from the top mentality and emphasize rigor and participation in upper level teaching strategies and expectations. Real world applications and experiences will be a component of the weekly lesson cycle and tracked through the EISD curriculum and assessment tracking systems.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY/MOY benchmark exam data to determine gaps  
 unit exam data  
 data team meetings discussion  
 weekly lesson plans  
 walk-through observations/feedback  
 campus level PLC's discussions  
 instructional rounds/Powerwalks data documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Real world applications and experiences will be a component of the weekly lesson cycle, and will be documented in lesson plans. Lesson plan documentation will include support a 1:1 Chromebook initiative. <b>Strategy's Expected Result/Impact:</b> With well thought out lesson plans, students will experience improved lessons, thus enhancing their learning experiences. MOY/EOY data will reflect increased scores from previous year's data. Increased student progress on an individual level and increased performance on state accountability from previous year. <b>Staff Responsible for Monitoring:</b> Campus administrators, data coaches, grade level chairs, classroom teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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**Goal 3:** Edna Junior High will proactively communicate with parents and the community with positive messaging, frequent school/home communication, parent involvement opportunities and encouragement. Peer mentoring that will result in a 10% reduction in student code of conduct infractions associated with the Ch. 37 reporting requirements. Edna Junior High will implement the Character Strong program that teaches positive decision making and messaging. An anti-bullying process will be emphasized that contains anonymous reporting apps and a bullying toolkit for investigations and determinations of bullying type behaviors.

**Performance Objective 1:** Edna Junior High will implement programs and strategies to address potential concerns such as bullying prevention, teen dating violence, suicide, destructive behaviors, and drop out prevention. Parental involvement in all of these areas will be emphasized and tracked through sign in sheets and surveys with a 15% increase in participation expected on an annual basis. An emphasis will be placed on exposing all students to highly qualified teachers and staff to serve as positive mentors. Character Strong curriculum shall be implemented for all grade levels. The campus counselor will monitor student behavior and mental health.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Edna Junior High School will analyze data to gauge parental engagement and involvement. The annual goal will be to experience a 15% gain in contacts when measured against the previous year's totals. The strategies will also decrease the overall total of Student Code of Conduct violations by 15% when compared to the previous school year. These reductions will be reflected in the PEIMS data for each campus and tracked at each data submission cycle. Plans for each prevention strategy will be posted on the district website: [www.ednaisd.org](http://www.ednaisd.org).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Programs will be included in the students' school experience to address topics such as bullying prevention, teen dating violence, suicide, etc. Parents will be made aware of such programs/presentations. Technology and blended learning experiences will be a means for reaching students on these topics. Involvement in extracurricular organizations or activities will be emphasized to promote involvement and a sense of belonging within their school family. Parent involvement plans and activities will solicit their input and involvement in making their student's academic career a success and emphasizing a well social emotional level in order to be successful in life. <b>Strategy's Expected Result/Impact:</b> It is expected that the number of office/counselor referrals relating to these topics will be decreased from the previous year. Positive relationships between school and homes will be evident. <b>Staff Responsible for Monitoring:</b> Administrators, counselor, classroom teachers <b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Aug	Nov	Feb	May

# Addendums