

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



Mission Statement

Edna ISD: Ensuring a Quality Education for All

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

EHS is a rural 3A district with approximately 400 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.

EHS is an ethnically diverse district. The student body is composed of: 49% Hispanic, 14% African American, and 34% Caucasian, 1.5% Asian, 3% two or more races with a 59% economic disadvantaged percentage. Our male to female ratio for students is 202/195 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.

The population of Edna was 5,499 at the 2010 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

EHS has a strong graduation rate that is at 100%. Our students tend to graduate with a heavy emphasis on Career and Technology endorsements. EHS has emphasized Pre-AP and AP courses for improved instruction containing rigor and relevance.

EAS continues to have students complete the required courses on their graduation plans and have seen an increase in the number of students that have earned the requirements to earn a diploma.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall performance of the EHS subgroups (English Language Learners, Economically Disadvantaged, Special Education) when measured by state

assessments must improve to match the total standard of the district 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. The lack of comprehensive phonics implementation.

Problem Statement 2: Rigor and relevance are two upper level thinking attributes in need of improvement. EHS 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 on an annual basis with input on remediation by Data coaches. **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. Data coaches will establish instructional and remedial programming to address the gaps.

Problem Statement 3: The overall performance of the EHS subgroups (English Language Learners, Economically Disadvantaged, Special Education) when measured by state assessments must improve to match the total standard of the district and to be comparable to preferred state averages. These subgroups will improve by 3 percentage points annually. **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.

Priority Problem Statements

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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: EHS 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 with no loss in growth for any measured categories. Post-secondary readiness as reflected in a 15% gain in CCMR numbers on the State accountability data when compared to the previous year.


HB3 CCMR goals- The percentage of EHS graduates that meet the criteria for CCMR will increase from 59% to 75% by August 2024.

Performance Objective 1: The goal is to obtain 22% masters attainment with no loss in growth for any measured categories on the STAAR/EOC report for each tested subject area. The district will also focus on exceeding the state averages for subgroups and closing the gap indicators. EHS will seek a 5% increase in the enrollment of students pursuing the foundation plan with an endorsement and/or distinguished level of achievement. In addition, the district will seek a 10% increase from the previous year in the number of CTE certificates achieved that are classified as career ready or appear on the state approved accountability and/or Perkins list of certificates.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: EHS will assimilate data from multiple sources as a means to determine mastery and remediation needs. CCMR scores and data will be tracked and an expectation of 15% improvement from the previous year will be the annual goal. The number of certificates will be tracked to meet the demands of Perkins funding with a 10% increase as a goal from the previous year. Data coaches will assist in the dissemination and analysis of testing data.

Strategy 1 Details	Reviews			
Strategy 1: Increased emphasis on scientific based teaching strategies, as used in the Fundamental Five model, to increase student engagement within the classroom. Implement a 1:1 Chromebook initiative utilizing the Google Classroom platform for increased technology integration. Student progress will be monitored throughout the instructional cycle and adjustments made to impact remediation. Strategy's Expected Result/Impact: Increased student performance on an individual level and increased performance on state accountability. We also expect to increase ACT participation and performance while impacting college and career ready students as measured by PBMAS. EHS will experience increased participation in AP/Dual Credit Courses, CTE courses and increased number of military enlistees. Team building and soft skill enhancement will be emphasized. Staff Responsible for Monitoring: Administration Data Teams using Eduphoria Instructional Rounds Teachers Counselors Department Chairs	Formative			Summative
	Aug	Nov	Feb	May
	 0%			


Goal 2: EHS 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 the lesson delivery in terms of the scope and sequence of each course. The lesson plan process will track and align processes and performance assessments that are linked to Fundamental Five and the processes embedded within the TEKS Resource System. The weekly monitoring of these curricular processes will result in an 85% (+) compliance in terms of application and coverage as well as result in a correct and logical DLO for the daily lesson cycle. 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: EHS 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. Fundamental Five will be emphasized as a teaching methodology for daily instruction. Book studies will be done with all new teachers to campus and power walks will be completed monthly. 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: Develop a system that monitors student-centered learning and includes accountability by campus and district administrators for the following subgroups: all learners, special education, economically disadvantaged, gifted and talented and culturally diverse students.


Strategy 1 Details	Reviews			
Strategy 1: Edna HS will implement a curriculum management platform utilizing Google Docs. The Curriculum and Instruction department will provide on line training in all Google applications needed for remote instruction as well as a well organized technology integration plan for the regular delivery of instruction within the classroom. Data teams will analyze trends and areas in need of remediation where targeted instruction will be planned to address any identified deficiencies. Strategy's Expected Result/Impact: Increased coverage of the TEKS in a systematic fashion that is tracked and monitored. Elimination of curricular gaps will decrease deficiency gaps and increase overall academic performance of all student subgroups. Staff Responsible for Monitoring: Administration Team Leaders Department Chairs	Formative			Summative
	Aug	Nov	Feb	May
				

Goal 3: EHS will address negative decision making by positive messaging, counseling, parent involvement and peer mentoring that will result in a 10% reduction in student code of conduct infractions associated with the Ch. 37 reporting requirements. Edna ISD will have a comprehensive SEL 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: EHS will implement programs and strategies to address all required destructive decision making programs such as bullying prevention, teen dating violence, suicide, abstinence, discipline, 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. Technology and blended learning experiences will be a vehicle for messaging and training in all of these areas as well as emphasizing exposing all students to highly qualified teachers and staff to serve as positive mentors. SEL instruction shall be implemented at all campuses as an embedded model within the disciplines and grade level. Counselors will monitor student behavior and mental health.

Targeted or ESF High Priority

Evaluation Data Sources: EIHS will analyze participation logs, social media hits, See Something-Say Something surveys 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 .

Strategy 1 Details	Reviews			
<p>Strategy 1: EHS will implement programs and strategies to address all required destructive decision making and work to achieve positive relationships and mentoring opportunities for all students. 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.</p> <p>Strategy's Expected Result/Impact: Increased positive messaging</p> <p>Positive relationships</p> <p>Retention of staff</p> <p>Recruitment of new staff</p> <p>Improved Discipline</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Social Media</p> <p>Survey analysis</p> <p>Teachers Parent Contact Logs</p> <p>CIS Counselors- Behavior/ PBIS/ SE</p>	Formative			Summative
	Aug	Nov	Feb	May
				

Addendums