

Edna Independent School District
Edna Elementary School
2022-2024 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

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Comprehensive Needs Assessment

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 Primary (PK-1), Edna Elementary (2-3), Edna Intermediate (4-5), 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, Health sciences, 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). The median property value in Edna, TX grew to to \$132,800.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall performance of the EISD 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.

Problem Statement 2: Rigor and relevance are two upper level thinking attributes in need of improvement. EISD 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.

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Problem Statement 4: Edna ISD has expanded its social media presence however it is still an area of improvement on our needs assessment. EISD will have a coordinated effort to emphasize positive happenings within the district in both the academic and extracurricular areas. EISD will add 10% to our total number of followers on Facebook and Twitter and number of hits on our district website. **Root Cause:** Edna ISD needs to improve its means of getting out the message and encourage parents and patrons to follow our communication stream in various formats.

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, instructional coaches, campus administrators and District administration. EISD 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 which amounts to Power Walks where we emphasize district initiated instructional strategies that target rigor and relevance as well as emphasizing a need for relationship development with the students.

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. Sharon Wells Math has been added to 2nd-5th grade to bring pedagogy and vocabulary consistency to elementary math instruction. Secret Stories Phonics is a component of the elementary RLA curriculum to build stronger skill in reading and word identification. Three Cheers for Pre-K is used as a full day curriculum that includes multiple all content areas. The secondary RLA department uses HMH and Odell to increase rigor and strengthen comprehension skills.

STEM processes and pedagogy will be emphasized at all elementary campuses as a means of increasing student engagement and performance. TCLAS grants have driven many instructional and curricular decision making by emphasizing HQIM and data driven decision making models.

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. Pre-K is a very strong program at EES, and we feel it gives us an advantage by making it free and universal. It has a strong tradition of excellence and serves to fill experience gaps in our early childhood students. TCLAS and Title funds have allowed us to improve our instructional models and student performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher recruitment and retention is a problem for rural Texas school districts when you throw in discrepancies in salary and benefits when compared to our large urban and suburban counterparts. **Root Cause:** Pay structures and differences in funding for large versus small districts at the state level make for an uneven playing field in terms of equity of pay and benefits among school districts in Texas.

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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 you set the bar high, then you can be assured that you are moving forward with improvements if you 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 your brand image within the community and generates involvement and participation within the improvement processes. Communication improvements and through a variety of platforms is the key to messaging our stakeholders with the positive attributes of Edna ISD.

Social Media Numbers

Website # of hits (2016) 11,247-to present 107,646

Facebook # of followers (2016) 1,109-to present 2,609

APP # of followers (2016) 656-to present 1,756

Twitter # of followers (2017) 284--(2018) to present 539

Problem Statements Identifying Perceptions Needs

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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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- 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
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM data
- Pregnancy and related services 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: The overall percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase by 8% by June 2023.

Performance Objective 1: The overall percent of kinder students that score meets grade level or above on the Amplify reading assessment will increase by 10% from BOY to EOY for 22-23.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify data

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: The overall percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase by 8% by June 2023.

Performance Objective 2: The overall percent of 1st grade students that score meets grade level or above on the Amplify reading assessment will increase by 10% from BOY to EOY for 22-23

High Priority

HB3 Goal

Evaluation Data Sources: Amplify data

Summative Evaluation: Some progress made toward meeting Objective

Goal 1: The overall percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase by 8% by June 2023.

Performance Objective 3: The overall percent of 2nd grade students that score meets grade level or above on the Amplify reading assessment will increase by 10% from BOY to EOY for 22-23.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify and Eduphoria data

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: The overall percent of 3rd grade students that score meets grade level or above on STAAR Math will increase by 8% by June 2023.

Performance Objective 1: The overall percent of Kinder students that score meets grade level or above on the Pearl math assessment will increase by 10% from BOY to EOY in 22-23.

High Priority

HB3 Goal

Evaluation Data Sources: Pearl data

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: The overall percent of 3rd grade students that score meets grade level or above on STAAR Math will increase by 8% by June 2023.

Performance Objective 2: The overall percent of 1st grade students that score meets grade level or above on the Pearl math assessment will increase by 10% from BOY to EOY in 22-23.

High Priority

HB3 Goal

Evaluation Data Sources: Pearl Data

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: The overall percent of 3rd grade students that score meets grade level or above on STAAR Math will increase by 8% by June 2023.

Performance Objective 3: The overall percent of 2nd grade students that score meets grade level or above on the Sharon Wells math assessment will increase by 10% from BOY to EOY in 22-23.

High Priority

HB3 Goal

Evaluation Data Sources: Sharon Wells data

Summative Evaluation: Some progress made toward meeting Objective

State Compensatory

Budget for Edna Elementary School

Total SCE Funds: \$1,428,717.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Remediation Tutoring Supplemental salaries
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Personnel for Edna Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christi Graham	Teacher	1
Deanna Garza	Teacher	1
Jennifer Matlock	Teaher	1
Kendall Bradley	Teacher	1
Melissa Anderson	Para	1
Sarah Tupa	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dana Lamb	Teacher	EES	1
Jessica Smith	Teacher	EES	1
Mariann Clark	Teacher	EES	1
Susan Holub	Teacher	EES	1
Tracie Brown	Teacher	EES	1

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Taryn Muncrief	
Administrator	Patrick Parsons	
Administrator	Kelsey Glover	
Administrator	Shawn Hagel	
Classroom Teacher	Juanita Gonzalez	
Classroom Teacher	Lea Melton	
Classroom Teacher	Dana Byler	
Classroom Teacher	Kendra Boone	
Classroom Teacher	Christina Belk	
Classroom Teacher	Meghan Raybon	
Classroom Teacher	Susan Holub	
Non-classroom Professional	Meagan Carpe	
Classroom Teacher	Megan Tipton	
Classroom Teacher	Dana Chancellor	
Secretary	Juana Salazar	
Paraprofessional	Sydney Peters	
Paraprofessional	Christina Tarver	
Parent	Justine Wells	
Parent	Stephanie Cunningham	
Parent	Jade Gonzales	
Paraprofessional	Rokisha Wilkins	
Community Representative	Rose Williams	
Community Representative	Shelly Srp	
Community Representative	Amy George	