

**Edna Independent School District**  
**Edna Elementary 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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

See priority problem statements

# 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:** 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. The lack of comprehensive phonics implementation.

**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

**Problem Statement 3:** 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

**Problem Statement 4:** Overall 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 5:** 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. **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 6:** It is difficult to attract and retain teachers in our rural districts especially in hard to fill teaching subjects. **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.

**Problem Statement 7:** 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:** Communication through social media and website is a new endeavor for EISD and keeping up with the changing platforms and apps is a challenge. Meeting the changing needs and expectations of the stakeholders in terms of active communication is always an area of constant improvement as technology changes and evolves

**Problem Statement 8:** 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. 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.

# Student Learning

## Student Learning Summary

EISD's overall reading and writing scores are in need of improvement when compared to the State and regional counterparts. Reading comprehension and phonics instruction will be an emphasis for 21-22. Overall our math scores are improving and are comparable to the State but both are significantly lower than expected due to Covid. Overall science scores at the secondary levels are a strength and our kids perform significantly better than the state average with a heavy percentage falling into Masters category. Social Studies has also been a strength of our secondary campuses with JH and HS receiving numerous distinctions for performance.

EISD will implement a double block for reading and math 3-8 to address deficiencies and targeted instruction while still having time to address the current foundation curriculum. Data coaches will be utilized to create a data based model for instructional decision making.

## Student Learning Strengths

STAAR	2014	2015	2016	2017	2018	2019	2021
3 <sup>rd</sup> Grade Reading	75	69	78 (17)	70 (26)	72 (11)	70 (16)	81 (19)
3 <sup>rd</sup> Grade Math	71	81	76 (7)	67 (21)	72 (10)	75 (21)	68 (13)
4 <sup>th</sup> Grade Reading	64	64	79 (14)	65 (16)	67 (17)	70 (18)	61 (14)
4 <sup>th</sup> Grade Math	65	79	82 (23)	76 (24)	76 (21)	67 (24)	64 (17)
4 <sup>th</sup> Grade Writing	59	62	62 (5)	55 (3)	48 (7)	58 (6)	59 (4)

STAAR	2014	2015	2016	2017	2018	2019	2021
<b>5<sup>th</sup> Grade Reading</b>	92	76	88 (30)	<b>87 (20)</b>	<b>75 (14)</b>	<b>80 (17)</b>	<b>71 (19)</b>
<b>5<sup>th</sup> Grade Math</b>	91	73	92 (16)	<b>97 (21)</b>	<b>89 (15)</b>	<b>83 (28)</b>	<b>83 (34)</b>
<b>5<sup>th</sup> Grade Science</b>	66	68	79 (9)	<b>71 (9)</b>	<b>64 (5)</b>	<b>61 (14)</b>	<b>68 (10)</b>



# 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Effective Schools Framework 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- 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
- Parent engagement rate
- 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:** Edna ISD 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 20% average in mastery attainment levels and post-secondary readiness as reflected in a 15% gain in CCMR numbers on the State accountability data when compared to the previous year.


HB3 Early Literacy goal- EES students performance on the third grade Reading STAAR assessment will score at grade level (Meets) or above at a current rate of 35% but that will progress to 47% by the year 2024.

HB3 Early Math goal- EES students performance on the third grade Math STAAR assessment will score at grade level (Meets) or above at a current rate of 43% but that will progress to 55% by the year 2024.

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:** Wrangler time enrichment will focus on the RTI model so that all students have individualized learning goals that are measurable.

**Evaluation Data Sources:** RTI paperwork from Wrangler Time teachers (Groups: ESL, SPED, GT, Low/High ELAR, Low/High Math)


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> RTI plans via Google to track progress & using Eduphoria data <b>Strategy's Expected Result/Impact:</b> increase in MOY & EOY test averages <b>Staff Responsible for Monitoring:</b> Admin team <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Aug	Nov	Feb	May
				

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**Performance Objective 2:** Expand use of M Class, SORA, Freckle, IXL, AR and other online academic programs.


**Evaluation Data Sources:** Program use reports showing growth in academic progress

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use data from these online programs to help support explicit instruction in class. <b>Strategy's Expected Result/Impact:</b> Increase in state testing with more students making "meets" standard <b>Staff Responsible for Monitoring:</b> admin team <b>Title I Schoolwide Elements:</b> 2.4	Formative			Summative
	Aug	Nov	Feb	May
				

**Goal 2:** EISD 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:** Pivot the majority of testing to the online platform using Eduphoria or similar


**Evaluation Data Sources:** Test data disaggregated via Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: PLCs will discuss & disaggregate test data (minimum 1 per six weeks)	Formative			Summative
	Aug	Nov	Feb	May
				

**Goal 2:** EISD 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 2:** The EES admin team will conduct weekly walk throughs and regular observations.


**Evaluation Data Sources:** Eduphoria STRIVE documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Admin team will attend PLC and other training via Region III Or other state conferences to learn the best ways to actively support teachers via the TTESS framework. <b>Strategy's Expected Result/Impact:</b> Greater use of high impact teaching strategies. <b>Staff Responsible for Monitoring:</b> admin team <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Aug	Nov	Feb	May
				

**Goal 3:** EISD 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:** Expand the awareness and involvement in the SEL class

**Evaluation Data Sources:** surveys and student feedback

Strategy 1 Details	Reviews			
Strategy 1: SEL class during Wrangler Time for 3rd-5th (S. Kendrick) and PK-2nd (A. Cubriel)	Formative			Summative
	Aug	Nov	Feb	May
				



**Goal 3:** EISD 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 2:** Explore new offerings in the fine arts class.

**Evaluation Data Sources:** surveys and student feedback

**Goal 3:** EISD 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 3:** Increase involvement in PTO meetings so that additional funds can be generated to support field trips, student projects etc.

**Evaluation Data Sources:** PTO sign in sheets/agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> AR Field trips in the spring and the fall will give students a positive goal to work toward. <b>Strategy's Expected Result/Impact:</b> Greater engagement with the AR program. Students will have the opportunity to be exposed to more vocabulary etc. <b>Staff Responsible for Monitoring:</b> Teachers and admin team <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Aug	Nov	Feb	May
				

# Addendums