Edna Independent School District

District Improvement Plan

2021-2022

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

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

1. **Continued development in curriculum planning, scope and sequence, and lesson plans.**

2. **Continued development of vertical alignment.**

3. **Behavior management PD.**

4. **Increased parental involvement and communication methods.**

5. **Improvements in RTI and tutoring.**

6. **Comprehensive strategies district wide in writing.**

7. **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 ad 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 to $91,800 from the previous year's value of $89,500.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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: 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.

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 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

Science and Social Studies are a strength and a source of distinction for our secondary campuses. Math instruction is improving and the scores are a reflection of an emphasis on skill looping and process driven. Post secondary readiness is a strenth of EHS with numerous certifications earned and an emphasis on TSI readiness and ACT participation and performance. Our students are geared toward foundation degree plan with a CTE emphasis.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 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.

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Problem Statement 5 (Prioritized): 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.

District Processes & Programs

District 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- 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 to increase rigor and strengthen comprehension skills.

District 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: 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:** 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 training and implementation of accountability

Problem Statement 2: 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 3 (Prioritized): 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.

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Problem Statement 5 (Prioritized): 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 6: 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 7 (Prioritized): 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.

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--(2017) 12,984--(2018) 94,388 (2019) 107,646

Facebook # of followers (2016) 1,109--(2017) 1,336--(2018) 2,063 (2019) 2,609

APP # of followers (2016) 656--(2017) 772--(2018) 994 (2019) 1,756

Twitter # of followers (2017) 284--(2018) 462 (2019) 539

Perceptions Strengths

Edna ISD strives to promote the positive happenings occurring within the district. Student successes are noted as well as sharing of positive staff interaction 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 and footprint 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.* Edna High School earned a grade of a B with 5 Distinctions as

well as maintained a Graduation Rate of 100%. EHS has dramatically increased the number of AP courses offered as well as doubled the number of students involved and passing AP exams. Edna Educational Foundation has created mini scholarships for AP performance with awards of $300- $500 dollars per test based on scores of 3(+). Edna ISD has partnered with Victoria College to offer dual credit courses in English, History, CTE, and Math to give students an opportunity to graduate with 10(+) hours of college credit. EISD has also supplemented some of the cost of enrollment to give all students an opportunity to participate in college level curriculum. EHS has increased its average ACT score over two points on the composite scale and now is even or exceeding the State average in all categories. Edna ISD Career and Technology programs are cutting edge for a small school implementation. Edna has paired with county school districts to offer construction science classes as well as CNA program to our CTE students. Edna FFA has state wide recognition in competitions and judging contests with numerous awards and recognitions. Edna offers certifications in livestock, floral, food service, EMT, AWS welding, NCCER, wildlife, computer, SolidWorks, etc. The career skills obtained by our students prepare them for the next phase of occupational training or the work force. 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 insure success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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 2 (Prioritized): 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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Priority Problem Statements

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.

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Problem Statement 1 Areas: Demographics - Student Learning - District Processes & Programs

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 2: 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 2 Areas: Demographics - Student Learning - District Processes & Programs

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Problem Statement 3 Areas: Student Learning - District Processes & Programs

Problem Statement 4: 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 4: 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 Areas: District Processes & Programs - Perceptions

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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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

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: 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 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 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: The district 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. EISD 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: EISD 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	Formative 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.	**Formative**		
	Sept	**Nov**	**May**
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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan**			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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: EISD 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. 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	Formative Reviews		
Strategy 1: Edna ISD 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.	**Formative**		
	Sept	**Nov**	**May**
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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan**			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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Performance Objective 2: Edna ISD will incorporate a Pull from the Top mentality and emphasize rigor and participation in upper level teaching strategies and create an expectation that we will not have a net loss in measured performance levels. Real world applications and experiences will be a component of the weekly lesson cycle and tracked through the EISD curriculum and assessment tracking systems and lesson planning documentation utilizing a digital documentation format utilizing a 1:1 Chromebook initiative. Digital instruction through the Google platform will be emphasized and expected.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: EISD will monitor TEKS Resource System utilization of core classes as well as implementation of an EISD Curriculum portal in Google docs as proof of fidelity to the implementation and revision of the EISD curriculum tracking system. Eduphoria will be monitored for coverage of TEKS on assessments. The data will be tracked and discussed in subject content centered core team meetings as well as in the data coaches/team process.

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Strategy 1: EISD will implement a curriculum management tool 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.Edna ISD 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.	**Formative**		
	Sept	**Nov**	**May**
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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan**			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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: EISD 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: EISD 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	Formative Reviews		
Strategy 1: EISD 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. **Strategy's Expected Result/Impact:** Increased positive messaging Positive relationships Retention of staff Recruitment of new staff Improved Discipline **Staff Responsible for Monitoring:** Administration Social Media Survey analysis Teachers Parent Contact Logs CIS Counselors- Behavior/ PBIS/ SE **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan**	**Formative**		
	Sept	**Nov**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for District Improvement Plan

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6118	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$25,000.00
199-11-6129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$183,700.00
1991-11-6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$20,000.00
199-11-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$525,850.00
199-11-6122	6122 Salaries or Wages for Substitute Support Personnel	$157,750.00
	6100 Subtotal:	**$912,300.00**
6200 Professional and Contracted Services		
199-13-6219	6217 Professional Services - Locally Defined	$18,850.00
199-13-6239	6217 Professional Services - Locally Defined	$12,800.00
199-11-6299	6218 Professional Services - Locally Defined	$2,800.00
	6200 Subtotal:	**$34,450.00**
6300 Supplies and Services		
199-11-6399	6390 Supplies and Materials - General	$147,150.00
	6300 Subtotal:	**$147,150.00**
6400 Other Operating Costs		
199-11-6499	6410 Travel, Subsistence and Stipends	$20,000.00
	6400 Subtotal:	**$20,000.00**
6600 Capital Outlay Accounts		
199-11-6699	6635 Furniture and Equipment - Locally Defined	$25,000.00
	6600 Subtotal:	**$25,000.00**

Personnel for District Improvement Plan

Name	Position	Program	FTE
Amanda Brand	Paraprofessional	EAS	1.0
Amber Cervenka	Teacher	EES	1.0
April Wittenbert	Teacher	EES	1.0
Breanna Yendrey	Teacher	EJHS	1.0
Chelsea Guthrie	Paraprofessional	EES	1.0
Cheryl Speed	Paraprofessional	EES	1.0
Christi Graham	Teacher	EES	1.0
Christopher Putska	Teacher	EHS	.38
Cindy Bazan	Paraprofessional	EJHS	1.0
Dana Mesa	Teacher	EAS	0.5
Deanna Joines	Teacher	EES	1.0
Diana Cedillo	Teacher	EES	1.0
Emily Robinson	Teacher	EES	1.0
Erica Keith	Paraprofessional	EES	1.0
Gail Barton	Paraprofessional	EHS	1.0
Jennifer Matlock	Teacher	EES	1.0
Juana Salazar	Paraprofessional	EES	1.0
Kayla Wilson	Teacher	EJHS	1.0
Madison Kucera	Teacher	EJHS	1.0
Robin Hicks	Teacher	EHS	1.0
Sarah Tupa	Teacher	EES	1.0
Shanna Sanchez	Teacher	EES	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Edna Elementary is a campus with a low SES percentage of 67%. Edna Junior High and Edna High School have Title allocations for salary proportions for supplementary positions involved in RTI. Supplementary services for remediation are embedded services within the regular school day. Edna ISD will focus on data disaggregated by ethnicity, gender, socioeconomic status, special programs, or other categories to ensure learning needs of every student are being met. Intervention programs will be created to focus on individual needs using a process for monitoring, evaluating, and renewing the curriculum designed to increase student success. EISD will encourage professional development for educators to improve instruction and the ability to analyze data from academic assessments.

Elementary schedule will be revamped to allow a session of foundation based teaching of reading and math as well as a supplemental session of targeted instruction based on remediation and enrichment. Support services will have a scheduled period within the day identified to address special populations needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Edna ISD utilizes stakeholders that are parents as well as business and community members for all committees and decision making councils. The Board of Education is involved in setting goals and priorities for the district in terms of academics. Each campus has an advisory council that works to steer the campus in a positive direction in terms of academic progress and progress monitoring in order to make effective plans for targeted instruction.

Input is gathered from the committee on direction involving master schedules and curricular resources are gathered and analyzed as well.

2.2: Regular monitoring and revision

Edna ISD will utilize progress monitoring of all students in terms of their academic progress. This monitoring will be developed with the use of software programs such as Eduphoria and Lead4ward. Heat maps and deficiencies will be analyzed for addressing deficiencies. A 1:1 Chromebook initiative will allow for a virtual notebook for student tracking of goal setting and personal growth. Data teams led by data coaches will meet each cycle to

analyze students experiencing difficulties in both academic as well as social-emotional. They will make plans for addressing deficiencies and establishing instructional programming.

2.3: Available to parents and community in an understandable format and language

Parent involvement will be emphasized at the campus level with opportunities to be involved in the system coming in the form of committee participation and parent booster organizations. Surveys will be solicited in the website app to gauge student and parent satisfaction surveys. EISD will utilize a positive social media campaign to recognize student and staff accomplishments and activities. All plans are posted on the campus website and available for public viewing.

2.4: Opportunities for all children to meet State standards

Edna ISD 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 and lesson planning documentation utilizing a digital documentation format utilizing a 1:1 Chromebook initiative.

2.5: Increased learning time and well-rounded education

The district goal is to obtain 20% masters attainment 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. EISD 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. Dual credit and AP courses will be emphasized and encouraged for all students.

2.6: Address needs of all students, particularly at-risk

Edna ISD 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Each EISD campus will develop a Family and Parent Engagement policy that outlines all of the opportunities for each parent to be involved in their child's education. These policies are posted on the website and pushed out through social media. School activities and calendar are posted on the website (www.ednaisd.org) and through our social media's push.

3.2: Offer flexible number of parent involvement meetings

Ccommittee meetings are scheduled at different times such as morning, lunch, and evening. Parent involvement activities are attempted to be coordinated between the campuses and are tied to other student performances and activities to enhance the possibility of participation. Some meetings have been conducted in an e-format if participation has projected to be lower.

Title I Personnel

Name	Position	Program	FTE
Alicia Bailey	Paraprofessional	EJHS	1.0
Ashley Myers	Teacher	EJHS	1.0
Cynthia Holguin	Paraprofessional	EHS	1.0
Dana Chancellor	Teacher	EES	1.0
Dana Lamb	Teacher	EES	1.0
Summer School	Remediation	EES	7.0
Susan Holub	Teacher	EES	1.0

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Robert O'Connor	Superintendent
Administrator	Brandie Roe	Director of Curriculum and Instructional Technology
Administrator	Madalyn Maresh	Assistant Superintendent
Administrator	Daniel Harper	CFO
Administrator	Heather Socha	Coordinator of Curriculum Development
Administrator	Scott Kana	HS Principal
Administrator	Melissa Koop	JH Principal
Administrator	Katie Bowen	EES Principal
Administrator	Sonya Proper	EAS Principal
Administrator	Amber Stansberry	JCSSC Director
Paraprofessional	Nicole Orozco	JH Para
Classroom Teacher	Nicole Beard	JH Teacher
Paraprofessional	Amy Rubac	JH Secretary
Classroom Teacher	Keri Vera	JH Teacher
Parent	Lindsey Floyd	JH Parent
Classroom Teacher	Lea Melton	EES Teacher
Classroom Teacher	Holly Larkin	EES Teacher
Classroom Teacher	Lauren Alexander	EES Teacher
Classroom Teacher	Stacy Hansen	EES Teacher
Classroom Teacher	Dana Byler	EES Teacher
Classroom Teacher	Emilee Robinson	EES Teacher
Classroom Teacher	Shawn Kendrick	EES Teacher
Paraprofessional	Kisha Wilkins	EES Para
Classroom Teacher	Savannah Depine	EHS Teacher
District-level Professional	Renee Mitchell	EHS Counselor
Classroom Teacher	Kenneth Osore	EHS Teacher
Paraprofessional	Sheila Miller	EHS Secretary
Classroom Teacher	Jason Chandler	EHS Teacher

Committee Role	Name	Position
Business Representative	Merrill Ullbricht	EES Parent
Business Representative	Jill Crenshaw	EES Parent
Business Representative	Heather Tobola	EES Parent
Business Representative	Megan Ballin	EES Parent
Community Representative	Monica Foster	Community
Community Representative	Jill Sklar	Community
Parent	Brandy Stansburry	EES Parent
Parent	Erin Rodriguez	EES Parent
Community Representative	Andy Schroer	Community
Parent	Sabrina Peters	EJHS Parent

Addendums

Spring 2016

3rd grade	DNM	Satisfactory	Advanced
Reading	22%	78%	17%
Math	24%	76%	7%

4th grade	DNM	Satisfactory	Advanced
Reading	21%	80%	14%
Math	18%	82%	23%
Writing	38%	63%	6%

5th grade	DNM	Satisfactory	Advanced
Reading	19%	81%	30%
Math	18%	82%	16%
Science	21%	79%	9%

6th grade	DNM	Satisfactory	Advanced
Reading	38%	68%	9%
Math	41%	67%	2%

7th grade	DNM	Satisfactory	Advanced
Reading		84%	
Math		76%	
Writing		80%	

8th grade	DNM	Satisfactory	Advanced
Reading		82%	
Math		55%	
Soc. Stu.		50%	
Science		65%	

9th grade	DNM	Satisfactory	Advanced
Eng. 1	35%	65%	4%
Algebra	16%	84%	23%
Biology	9%	91%	12%

10th Grade	DNM	Satisfactory	Advanced
Eng. 2	28%	72%	4%

11th Grade	DNM	Satisfactory	Advanced
US History	19%	81%	13%

Spring 2017

3rd grade	DNM	Approches	Meets	Masters
Reading	30%	70%	41%	26%
Math	33%	67%	38%	21%

4th grade	DNM	Approches	Meets	Masters
Reading	35%	65%	36%	16%
Math	24%	76%	47%	24%
Writing	45%	55%	17%	3%

5th grade	DNM	Approach	Meet	Master
Reading	18%	82%	37%	20%
Math	5%	95%	54%	21%
Science	29%	71%	34%	9%

18%

6th grade	DNM	Approach	Meet	Master
Reading	33%	67%	29%	13%
Math	24%	76%	34%	11%

7th grade	DNM	Approach	Meet	Master
Reading	29%	71%	39%	10%
Math	43%	57%	16%	5%
Writing	33%	67%	22%	6%

8th grade	DNM	Approach	Meet	Master
Reading	25%	75%	44%	22%
Math	24%	76%	45%	6%
Soc. Stu.	40%	60%	29%	18%
Science	25%	75%	45%	16%

11%

9th grade	DNM	Approach	Meet	Master
Eng. 1	46%	54%	39%	5%
Algebra	31%	69%	28%	11%
Biology	20%	80%	47%	16%

10th Grade	DNM	Approach	Meet	Master
Eng. 2	50%	50%	36%	5%

11th Grade	DNM	Approach	Meet	Master
US History	22%	78%	41%	15%

10%
13%

Spring 2018

3rd grade	DNM	Approches	Meets	Masters
Reading	28%	72%	29%	11%
Math	28%	72%	31%	10%

4th grade	DNM	Approach	Meet	Master
Reading	33%	67%	35%	17%
Math	24%	76%	41%	21%
Writing	52%	48%	29%	7%

5th grade	DNM	Approach	Meet	Master
Reading	24%	76%	46%	15%
Math	8%	92%	54%	17%
Science	36%	64%	18%	5%

13%

6th grade	DNM	Approach	Meet	Master
Reading	46%	54%	24%	8%
Math	19%	81%	53%	19%

7th grade	DNM	Approach	Meet	Master
Reading	37%	63%	33%	18%
Math	42%	58%	21%	6%
Writing	35%	65%	33%	5%

8th grade	DNM	Approach	Meet	Master
Reading	29%	71%	46%	23%
Math	35%	65%	31%	5%
Soc. Stu.	38%	62%	31%	16%
Science	17%	83%	61%	35%

14%

9th grade	DNM	Approach	Meet	Master
Eng. 1	45%	55%	39%	2%
Algebra	21%	79%	46%	22%
Biology	14%	86%	60%	24%

10th Grade	DNM	Approach	Meet	Master
Eng. 2	31%	69%	50%	7%

11th Grade	DNM	Approach	Meet	Master
US History	9%	91%	48%	14%

14%
13%

Spring 2019

3rd grade	DNM	Approches	Meets	Masters
Reading	30%	70%	33%	16%
Math	25%	75%	41%	21%

4th grade	DNM	Approach	Meet	Master
Reading	30%	70%	35%	18%
Math	33%	67%	36%	24%
Writing	42%	58%	28%	6%

5th grade	DNM	Approach	Meet	Master
Reading	32%	68%	41%	17%
Math	25%	75%	40%	28%
Science	39%	61%	39%	14%

18%

6th grade	DNM	Approach	Meet	Master
Reading	44%	56%	22%	10%
Math	15%	85%	52%	23%

7th grade	DNM	Approach	Meet	Master
Reading	21%	79%	43%	23%
Math	21%	79%	48%	14%
Writing	18%	82%	47%	14%

8th grade	DNM	Approach	Meet	Master
Reading	14%	86%	52%	18%
Math	23%	77%	32%	5%
Soc. Stu.	25%	75%	42%	20%
Science	12%	88%	54%	23%

15%

9th grade	DNM	Approach	Meet	Master
Eng. 1	29%	71%	59%	16%
Algebra	17%	83%	42%	18%
Biology	2%	98%	72%	30%

10th Grade	DNM	Approach	Meet	Master
Eng. 2	28%	72%	55%	5%

11th Grade	DNM	Approach	Meet	Master
US History	7%	93%	61%	37%

21%
17%

Spring 2021

3rd grade	DNM	Approches	Meets	Masters
Reading	18%	82%	43%	19%
Math	32%	68%	35%	13%

4th grade	DNM	Approach	Meet	Master
Reading	38%	62%	54%	14%
Math	35%	65%	35%	18%
Writing	41%	59%	24%	4%

5th grade	DNM	Approach	Meet	Master
Reading	27%	73%	34%	20%
Math	17%	83%	60%	34%
Science	32%	68%	29%	10%

17% Campus Mastery

6th grade	DNM	Approach	Meet	Master
Reading	45%	55%	24%	8%
Math	19%	81%	44%	18%

7th grade	DNM	Approach	Meet	Master
Reading	32%	68%	38%	22%
Math	41%	59%	31%	10%
Writing	34%	66%	38%	8%

8th grade	DNM	Approach	Meet	Master
Reading	14%	86%	47%	20%
Math	16%	84%	64%	24%
Soc. Stu.	28%	72%	39%	20%
Science	9%	91%	62%	28%

16% Campus Mastery

9th grade	DNM	Approach	Meet	Master
Eng. 1	30%	70%	49%	8%
Algebra	21%	79%	46%	16%
Biology	5%	95%	66%	27%

10th Grade	DNM	Approach	Meet	Master
Eng. 2	34%	66%	45%	5%

11th Grade	DNM	Approach	Meet	Master
US History	6%	94%	68%	39%

19% Campus Mastery
17% District Mastery

Spring 2021

3rd grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Reading	18%	32%	82%	68%	43%	38%	19%	19%
Math	32%	39%	68%	61%	35%	30%	13%	14%

4th grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Reading	38%	37%	62%	63%	54%	36%	14%	18%
Math	35%	42%	65%	58%	35%	35%	18%	21%
Writing	41%	47%	59%	53%	24%	26%	4%	8%

5th grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Reading	27%	28%	73%	72%	34%	45%	20%	30%
Math	17%	31%	83%	69%	60%	43%	34%	24%
Science	32%	39%	68%	61%	29%	30%	10%	12%

6th grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Reading	45%	39%	55%	61%	24%	31%	8%	14%
Math	19%	34%	81%	66%	44%	34%	18%	14%

7th grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Reading	32%	32%	68%	68%	38%	44%	22%	25%
Math	41%	46%	59%	54%	31%	25%	10%	11%
Writing	34%	39%	66%	61%	38%	31%	8%	9%

8th grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Reading	14%	28%	86%	72%	47%	45%	20%	21%
Math	16%	40%	84%	60%	64%	35%	24%	10%
Soc. Stu.	28%	44%	72%	56%	39%	27%	20%	13%
Science	9%	33%	91%	67%	62%	42%	28%	23%

9th grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Eng. 1	30%	29%	70%	71%	49%	55%	8%	14%
Algebra	21%	26%	79%	74%	46%	42%	16%	24%
Biology	5%	17%	95%	83%	66%	56%	27%	22%

10th Grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
Eng. 2	34%	26%	66%	74%	45%	61%	5%	12%

11th Grade	DNM	State Average	Approches	State Average	Meets	State Average	Masters	State Average
US History	6%	12%	94%	88%	68%	70%	39%	44%

Same	
Better	
Worse	