



Monthly Board Report for February 2021

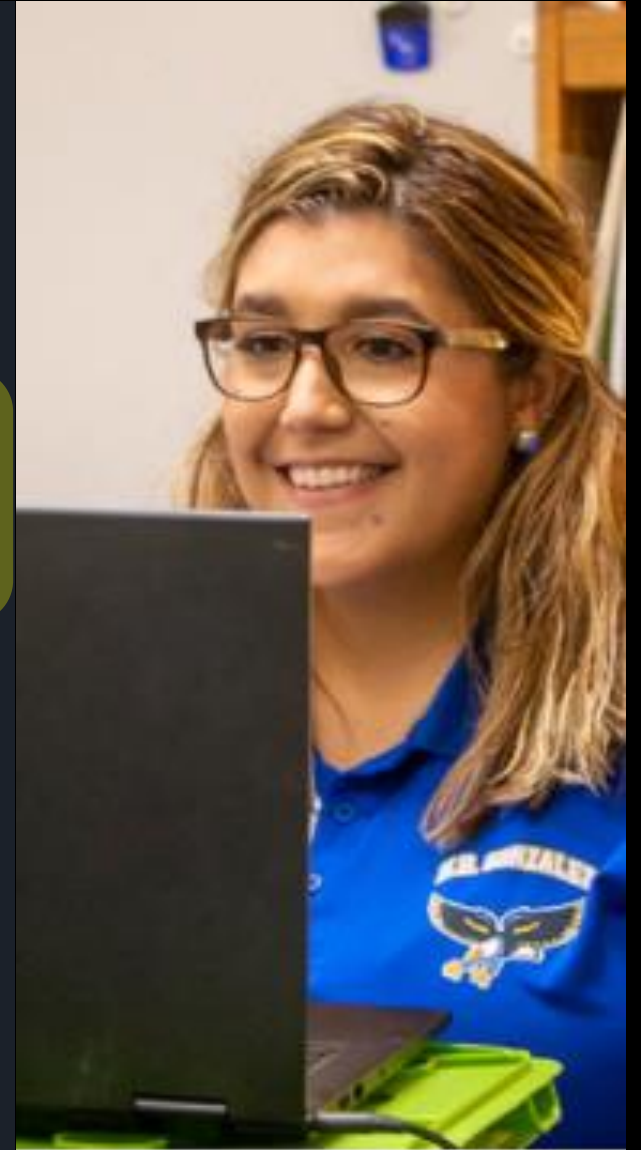
Continuous Improvement for Governing Teams

Board Workshop: February 9, 2021



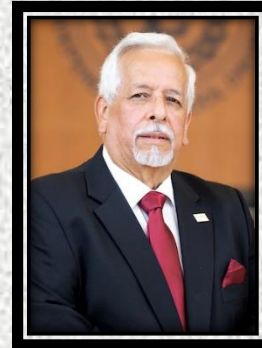
Intended Learning Outcomes

- Board Superintendent Goals
- Vision 2025/ Guiding Principles
- LSG Goal 1- Grade K-3 Reading
- LSG Constraint 2.1- Professional Learning



Board and Superintendent Goals

- **Goal 1:** Focus on Student Success
- **Goal 2:** Focus on Students, Families and Community
- **Goal 3:** Focus on Operational Excellence
- **Goal 4:** Focus on Employee and Organizational Improvement
- **Goal 5:** Focus on Financial Stewardship



VISION 2025

Mission

Edgewood ISD provides an exceptional learning experience that engages, empowers and prepares students to compete and reach their highest potential in an ever-changing world.

For every child, success in life. Edgewood Proud! **Vision**

Outcome

Graduate ALL scholars College, Career, or Military ready per their expected date of graduation!

- P = Professionalism
- A = Accountability
- C = Communication

Core Values

Board/Superintendent Goals

Goal 1: Focus On Student Success

Goal 2: Focus on Students, Families & Community

Goal 3: Focus on Operational Excellence

Goal 4: Focus on Employee & Organizational Improvement

Goal 5: Focus on Financial Stewardship

Five Guiding Principles

Accurate and Timely Communication

Health and Safety

Continuity, Mental Health, and Well-Being

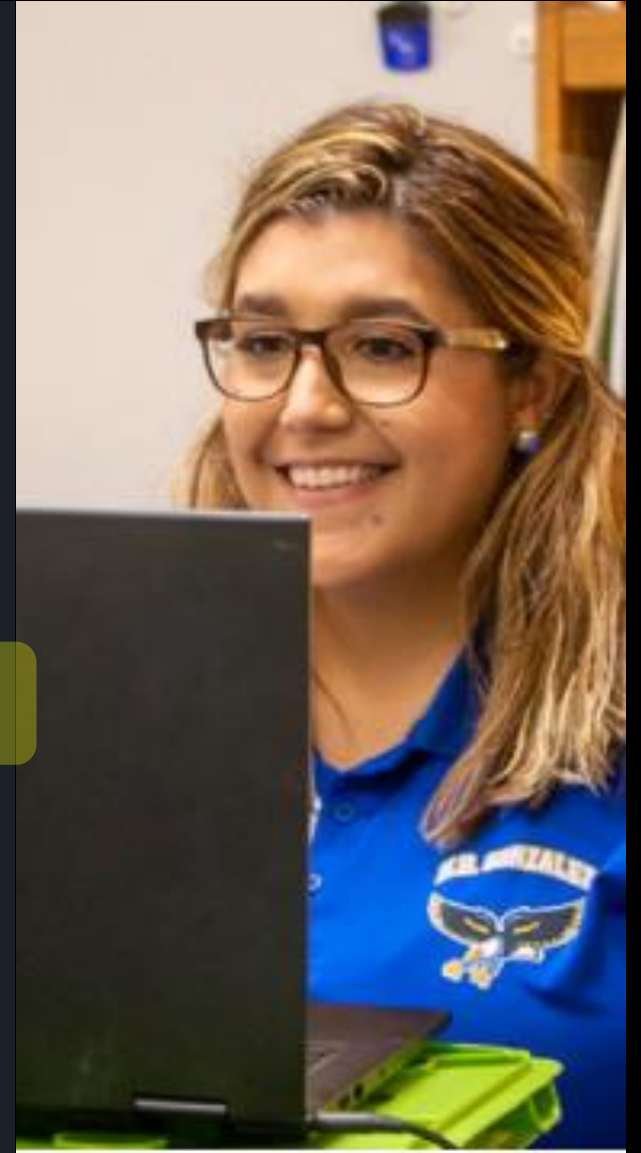
High-Quality Instruction

Educational Equity



Intended Learning Outcomes

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**Edgewood Independent School District
Board Workshop / Board Meeting Schedule for 2020-2023**

Lone Star Governance Monitoring Calendar

Board Workshop Dates Board Meeting Dates YEAR 4 – 2020-2021	Student Outcome Goals Goal Progress Measures (GPM) Constraints and Board Self Evaluation	Items due to Deputy Superintendent's Office	Items due to Superintendent's Office
Board Workshop: August 11, 2020 Board Meeting: August 25, 2020	LSG Summary of Goals Met Constraint 2: Professional Learning CPM 3.1 – Teacher Turnover Rate	August 3, 2020	August 5, 2020
Board Workshop: September 8, 2020 Board Meeting: September 22, 2020	GPM 3.1 – Texas Success Initiative GPM 3.2 – AP/IB GPM 3.3 – Dual Course Credits GPM 3.4 – Industry-Based Certification CPM 1.1 – High Need Campuses CPM 3.1 – Teacher Turnover Rate	August 31, 2020	September 2, 2020
Board Workshop: October 6, 2020 Board Meeting: October 20, 2020	GPM 1.1 – Grades K-1 Reading GPM 1.2 – Grade 2 Reading GPM 1.3 – Grade 3 Reading Board's Quarterly Progress Tracker (Q15)	September 28, 2020	September 30, 2020
Board Workshop: November 3, 2020 Board Meeting: November 17, 2020	GPM 2.1 – Grade 3 Math GPM 2.2 – Grade 5 Math	October 26, 2020	October 28, 2020

Board Workshop: February 9, 2021
Board Meeting: February 23, 2021

GPM 1.1 – Grades K-1 Reading
GPM 1.2 – Grade 2 Reading
GPM 1.3 – Grade 3 Reading
[CPM 2.1 – Professional Learning](#)

February 1, 2021

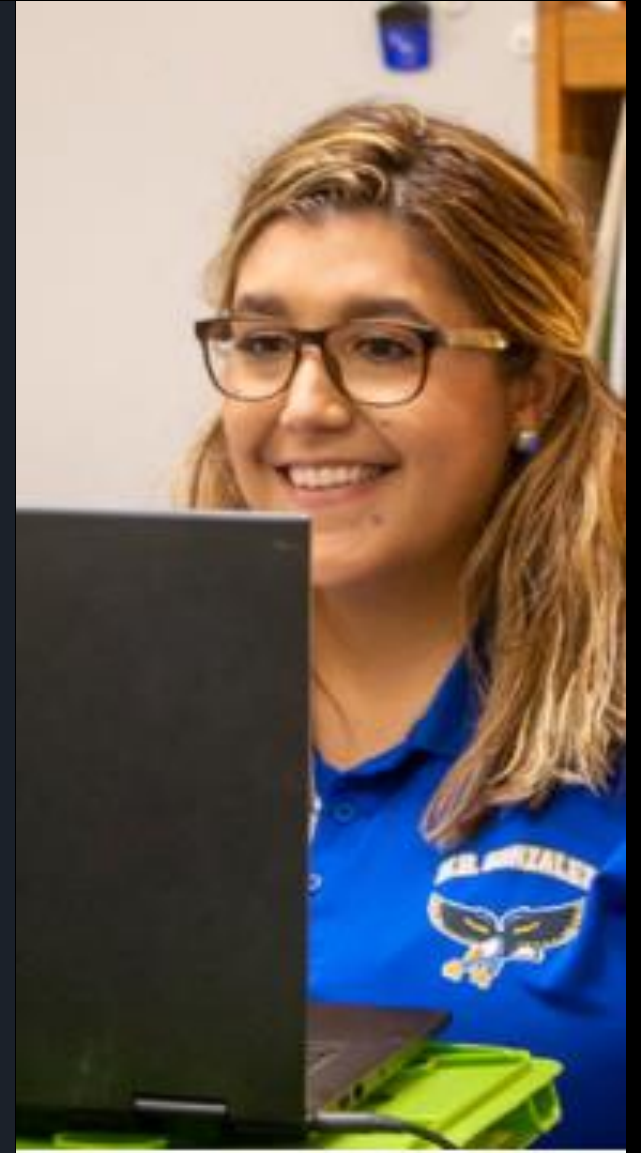
February 3, 2021

Board Workshop: February 9, 2021 Board Meeting: February 23, 2021	GPM 1.1 – Grades K-1 Reading GPM 1.2 – Grade 2 Reading GPM 1.3 – Grade 3 Reading CPM 2.1 – Professional Learning	February 1, 2021	February 3, 2021
Board Workshop: None Board Meeting: March 23, 2021	GPM 2.1 – Grade 3 Math GPM 2.2 – Grade 5 Math GPM 2.3 – Algebra 1	March 15, 2021	March 17, 2021
Board Workshop: April 6, 2021 Board Meeting: April 20, 2021	GPM 3.1 – Texas Success Initiative Board's Quarterly Progress Tracker (Q17)	March 29, 2021	March 31, 2021



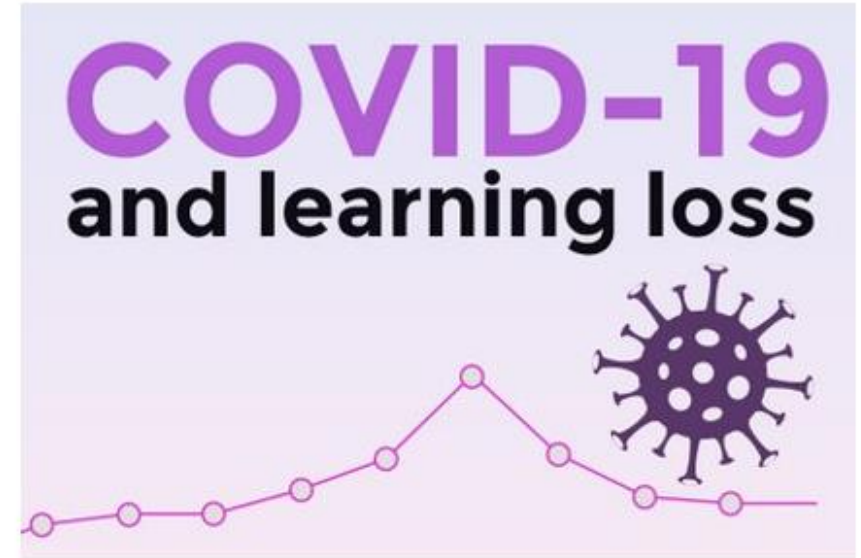
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Social and Emotional
Needs



Considerations



Lone Star Governance Goal 1

The percent of students in Kindergarten-Grade 3 Reading on or above grade level will increase from 54% to 64% by June 2022. (Baseline measure May 2017)



Lone Star Governance Goal 1

Goal Progress Measure 1.1: The percent of student sin grades K and 1 reading on or above grade level will increase from 55% to 64% by the end of school year 2022. (Baseline measure May 2017)

Goal Progress Measure 1.2: The percent of students in grade 2 reading on or above grade level will increase from 58 percent to 64 percent by June 2022. (Baseline measure May 2017)

Goal Progress Measure 1.3: The percent of students in grade 3 reading on or above grade level will increase from 51 percent to 64 percent by June 2022. (Baseline measure May 2017)

Constraint Progress Measure 2.1: The superintendent shall not allow student outcome goal oriented professional learning to decrease from 53.1% by the end of the school year.

How have we measured reading progress?

2017-2019	2019-2020	2020-2021
iStation	Renaissance	mClass



Why has it changed?



- HB 3- Required Commissioner-Selected Literacy Screening Tools
- Dyslexia Requirement

A yellow sticky note is pinned to a white background with a red pushpin. The word "Change" is written on the note in a large, black, cursive font. The note has a white border and a slight shadow, giving it a 3D appearance. The background features faint, light gray circular lines.

Change

**What else
has
changed
this year?**

Required Teacher and Administrator Training

Texas Reading Academies

Content Overview

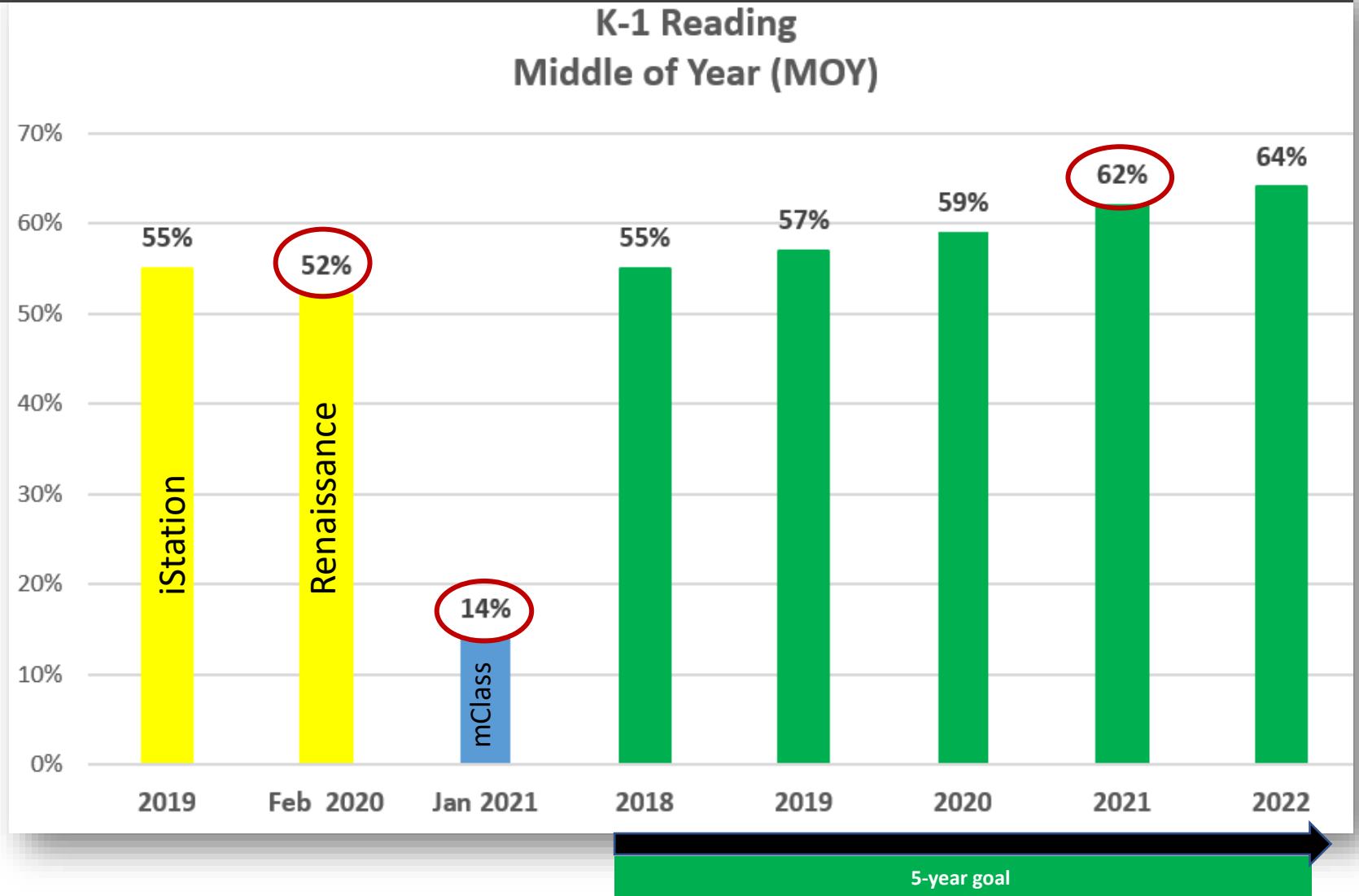
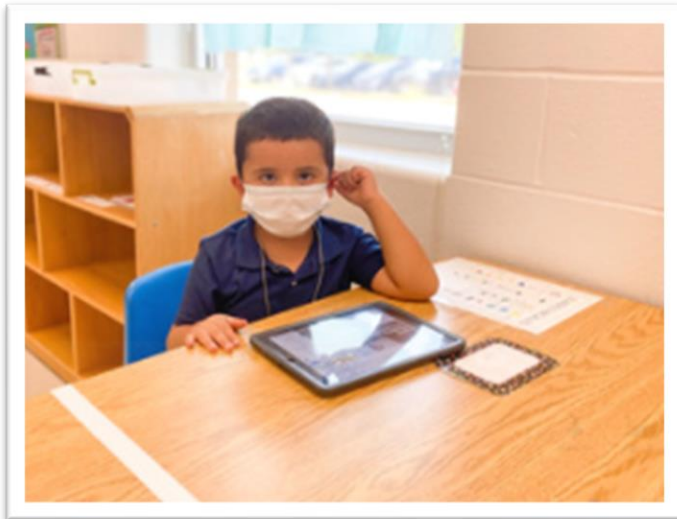
A House Bill 3 (HB 3) Initiative from the 86th Legislative Session



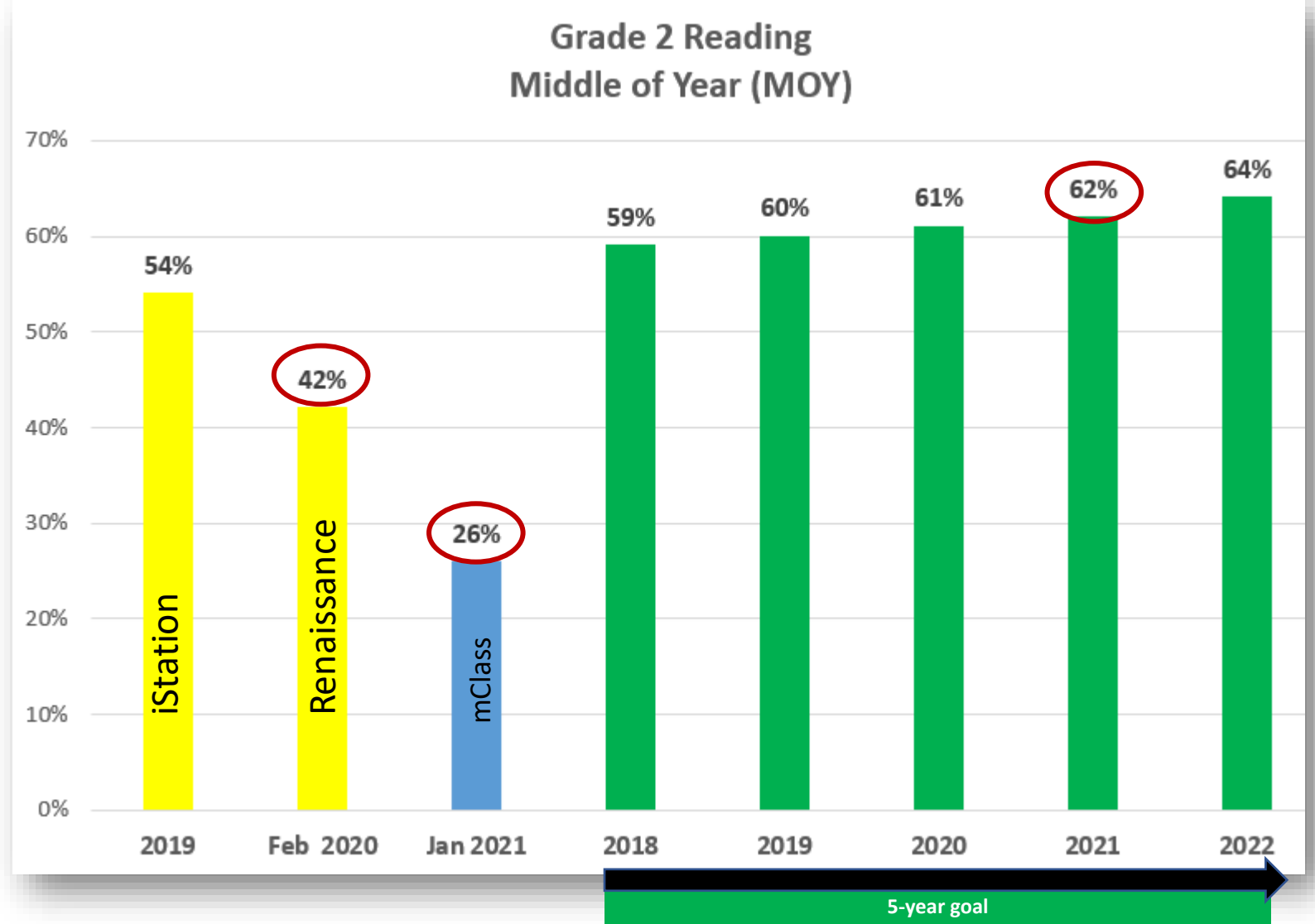
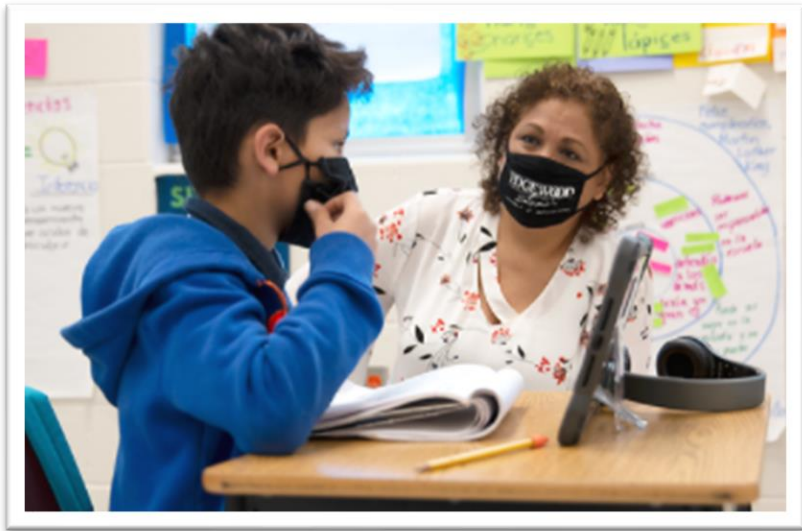
**HB 3
Statute
Includes**

All kindergarten through third-grade teachers and principals must begin the Texas Reading Academies training before the 2022-2023 school year.

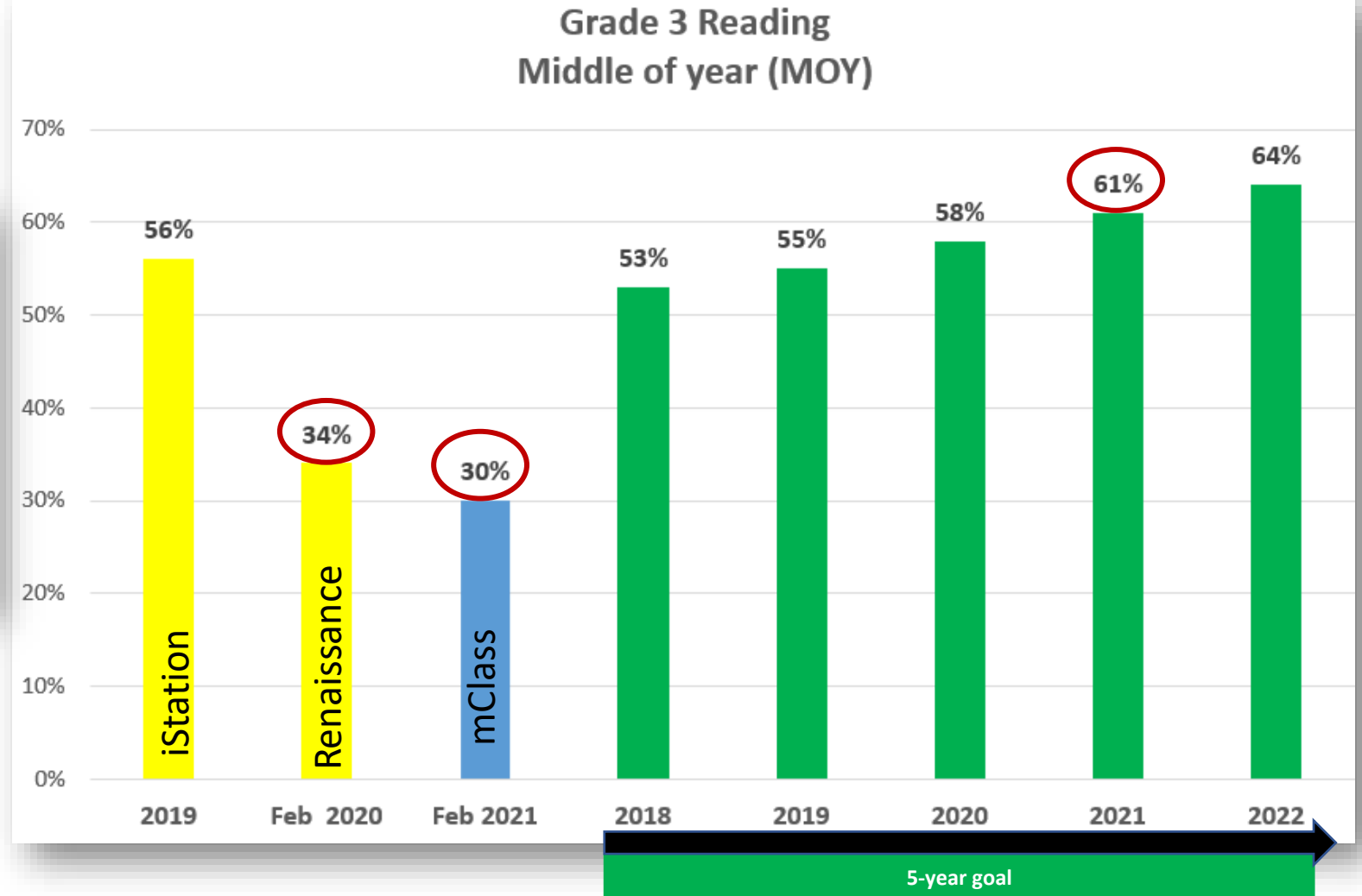
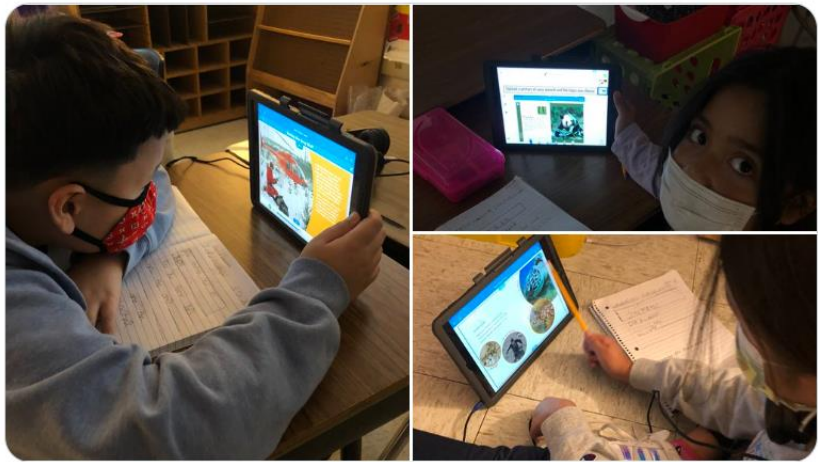
Goal Progress Measure 1.1: The percent of students in Kindergarten and grade 1 reading on or above grade level will increase from 55% to 64 % by June 2022. (Baseline measure May 2017)



Goal Progress Measure 1.2: The percent of students in grade 2 reading on or above grade level will increase from 58 percent to 64 percent by June 2022. (Baseline measure May 2017)



Goal Progress Measure 1.3: The percent of students in grade 3 reading on or above grade level will increase from 51 percent to 64 percent by June 2022. (Baseline measure May 2017)



mCLASS[®]

with Amplify Reading

Participation

- NOTE: Gardendale did not test Kinder, and 2nd grade for MOY

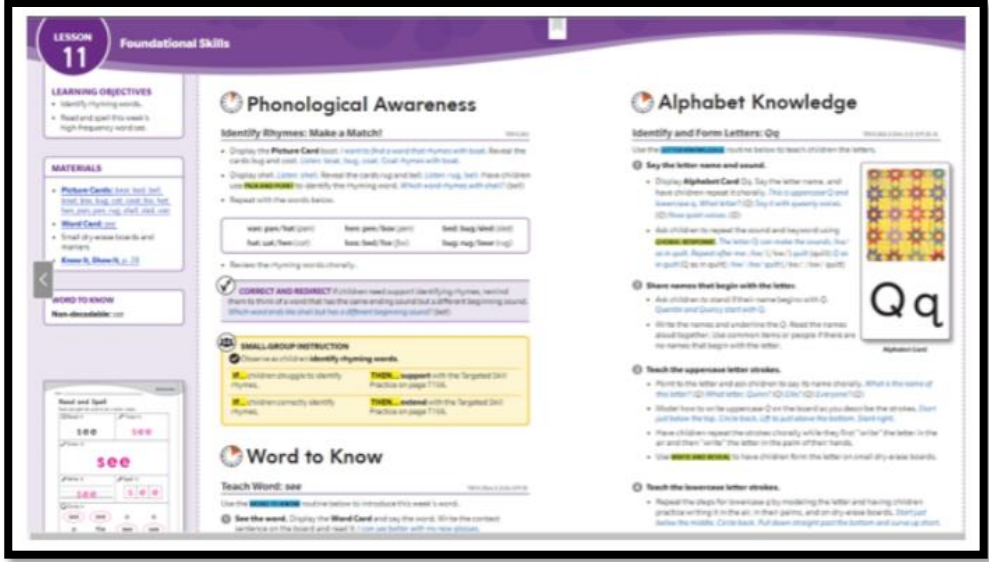
Grade Level	Students tested	Students enrolled	%
Kinder	417	578	81%
1st Grade	609	670	91%
2nd Grade	515	598	86%
3rd Grade	584	674	87%



Reinforcement

Daily Reading Routines

Literacy Vision



Session	Content	Time Frame
1	Align on the purpose of a literacy vision and explore examples from other districts <i>Discuss the ultimate goal of a literacy vision and how it can inform literacy instruction.</i>	Thursday 1/14/2021
2	Current Student Experience with Literacy in Edgewood ISD <i>Review findings from TNTP's 2018 study, The Opportunity Myth, and examine data from current EISD students, families and teachers about their experiences learning and teaching literacy.</i>	Thursday 1/28/2021
3	Review elements of science-based literacy instruction with a focus on decoding <i>Post work: reflection survey to articulate key tenants for EISD vision</i>	Thursday 2/11/2021
4	Part I: Review elements of science-based literacy instruction with a focus on comprehension/learning <i>Post work: reflection survey to articulate key tenants for EISD vision</i>	Thursday 2/25/2021
5	Part II: Review elements of science-based literacy instruction with a focus on comprehension/learning Align on Edgewood ISD's Draft Vision Feedback and discuss next steps	Thursday 3/25/2021
6	Refine Edgewood ISD's Literacy Vision Share draft vision with parent and teacher focus groups	Thursday 4/8/2021
7	Examine current literacy systems and structures (curriculum, instruction, policies, practices) against vision	Thursday 4/22/2021
8	Prioritize actions and stakeholder engagement	Thursday 5/6/2021

Resource



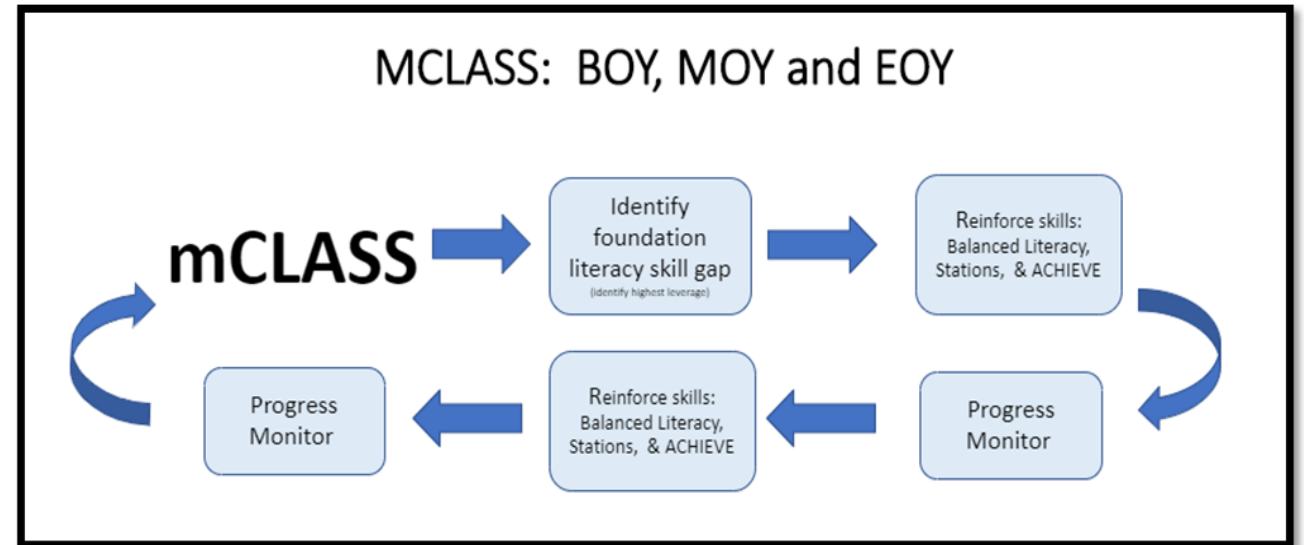


Refinement

Targeted small group instruction



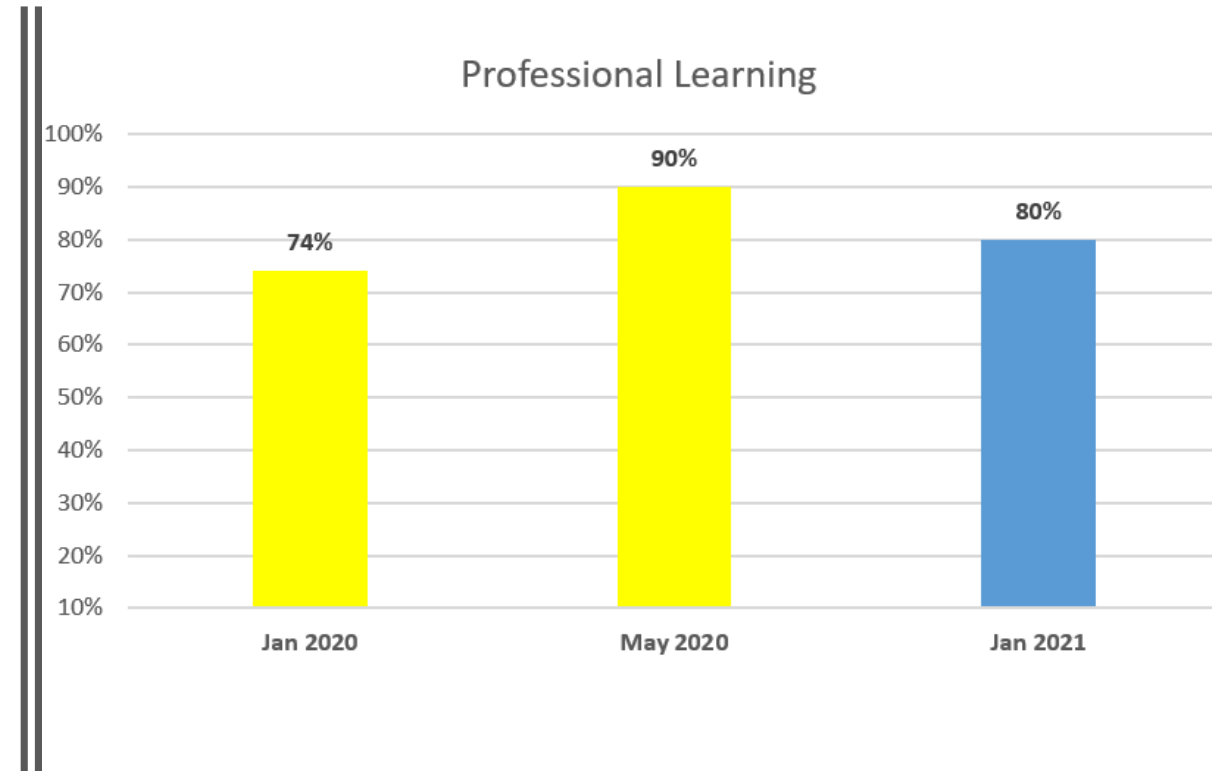
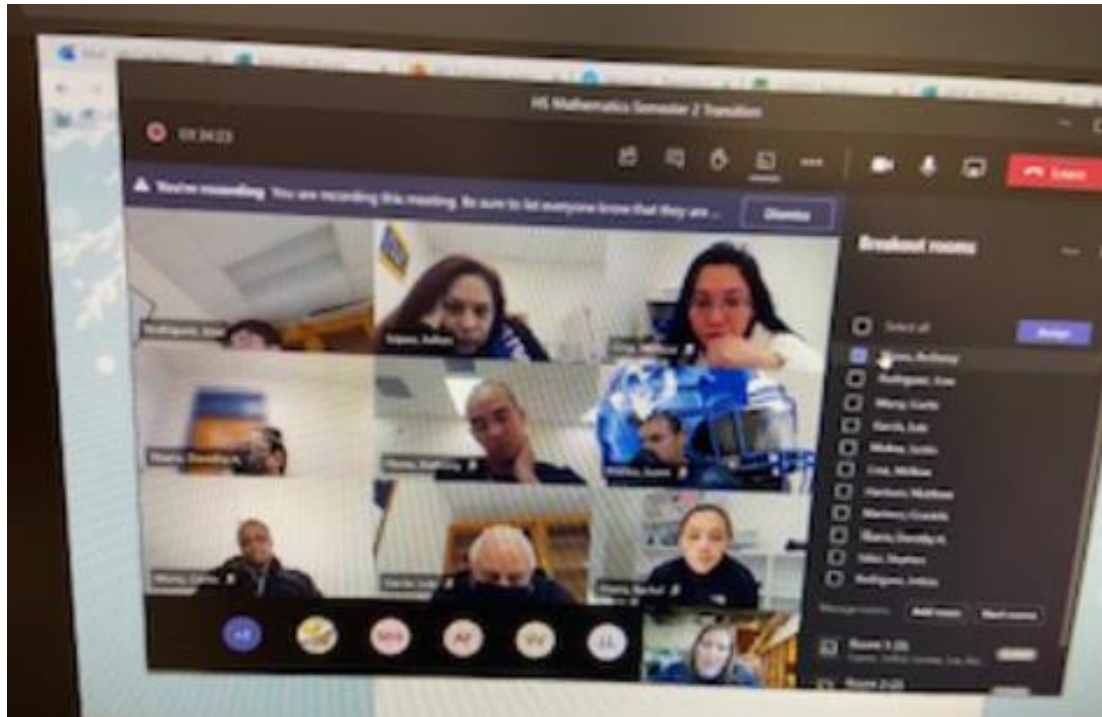
Progress Monitoring



Increase Program



Constraint Progress Measure 2.1: The superintendent shall not allow student outcome goal oriented professional learning to decrease from 53.1% by the end of the school year.





	Model
	Proficient
√	Monitor
	Develop
	Intervene

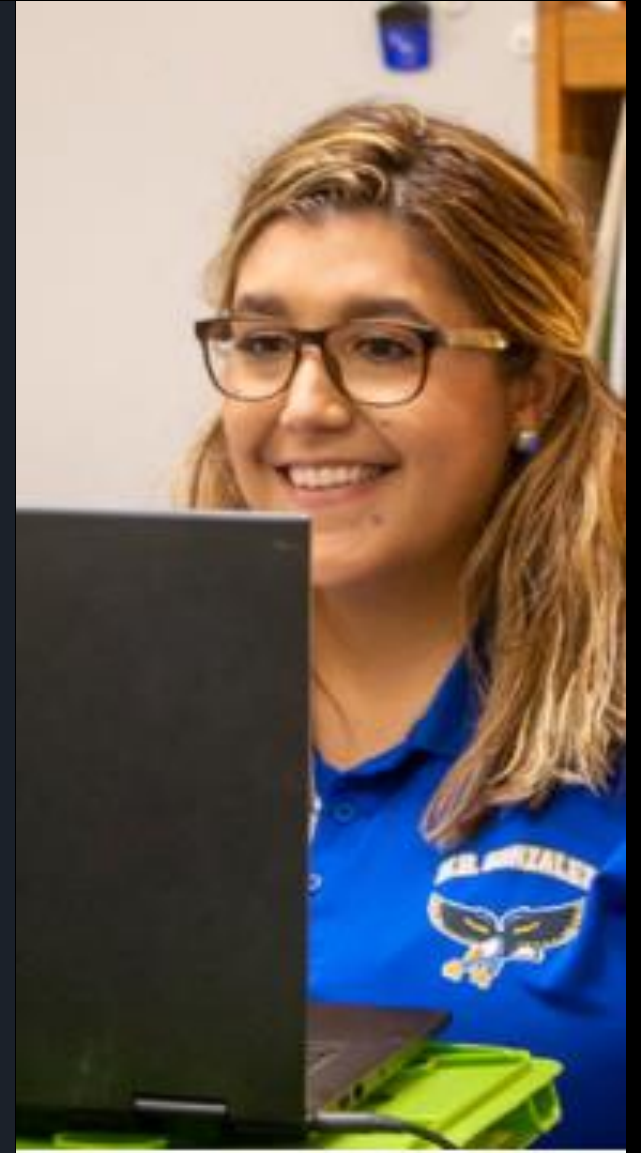
Superintendent's Evaluation

- Literacy Vision
- Daily Reading Routines
- Monitor program usage
- Provide students extensive support in small group intervention
- Monitor progress monitoring to measure student growth



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EDGEWOOD

INDEPENDENT *J* SCHOOL DISTRICT

San Antonio

ANY
Questions?

