

TITLE I IN THE AASD

Title I of the Every Students Succeeds Act (ESSA/ESEA) is a federal funding program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Many schools receiving Title I Part A funding operate Schoolwide Programs, implementing overall school improvements to ensure that systems, practices, and programs are effectively aligned to reduce gaps and support every student's achievement.

School-wide Programs in the AASD identify a vision for students' academic and socioemotional success and align school improvement plans to this vision. Such programs also articulate a plan to engage parents and caregivers as stakeholders in their children's education and in the implementation of a Title I school improvement plan.

CONTINUOUS SCHOOL IMPROVEMENT PLAN

Edison Elementary: 2024-25

OUR PLAN TO ENGAGE FAMILIES IN THEIR CHILDREN'S LEARNING AT EDISON IS [LINKED HERE](#).

LITERACY

65% of students will score on or above grade level on the spring '25 iReady reading diagnostic assessment.

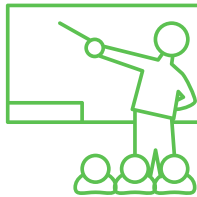
- Teachers fully use all curricular resources (Wit & Wisdom, UFLI, HD Word) in daily universal instruction.
- K-2 teachers will administer the CORE Phonics screener to all students by September 27, 2024. 3-5 teachers will administer MAZE to all students by September 27, 2024.
- PLCs will collaborate at the grade level and building level to analyze data and plan instruction.



MATHEMATICS

65% of students will score on or above grade level on the spring '25 iReady math diagnostic assessment.

- Teachers will develop a stronger conceptual understanding of math concepts through the use of visuals, manipulatives, math talk, academic games.
- K-5 teachers will administer the Forefront screener to all students by October 18, 2024.
- PLCs will collaborate at the grade level and building level to analyze data and plan instruction.



SOCIAL EMOTIONAL LEARNING

We will decrease the percent of students to be identified as habitually truant from 8.6% to 5%

- Building leaders will host family meetings to communicate the importance of attending school regularly and on time.
- Teachers will send home bi-monthly communication (e.g. newsletter)
- Teachers will provide two opportunities during the year for parents or guardians to come into school to showcase students work and learning (corresponding with the Wit and Wisdom modules).