Gainesville Independent School District

Edison Elementary

2025-2026 Campus Improvement Plan

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Mission Statement

We ensure students and staff develop the knowledge, skills and attitudes necessary for immediate and future success, through a cooperative effort of school, home and community.

Vision

Reaching every student every day to be learners and leaders.

Value Statement

Equity
We believe access to a world class education in Gainesville is a right for all not a privilege for a few. We will never allow race, economic status or our own systems to be barriers to the education all students deserve
Excellence
We believe in challenging ourselves and the bar we have created for academic, social, and emotional success in Gainesville. We will always raise the bar by believing that excellence is in our reach but not quite in our hands.
Diversity
We believe that a diverse student and staff population enriches the learning environment. We value the unique identity of every adult and student in GISD and will actively seek diversity in all that we do
Innovation
We believe we are preparing students for a future we cannot predict. We must empower students with the tools, leadership, and facilities to drive innovation in thought and action
Partnership
We believe strong partnerships are critical to achieving our vision. Partnerships provide innovative ideas and expertise that benefit our staff, students, families and community.
Safe and Comfortable Environment
We are committed to creating a learning environment that is safe, secure and comfortable, both physically and emotionally for all students.

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Comprehensive Needs Assessment

Demographics

Summary

The student body at Edison elementary we have 596 students, 80.82% economically disadvantaged and comes from a diverse background: 62.81% of students are Hispanic, 25.92% of students are Anglo, 3.95% are African-American, and 7.32% Other.

Additional demographics include:

25-26 Additional demographics include:

73.82% At Risk

43.5% EB

16.95% Special Education

27.2% Bilingual

15.4% ESL

.33% Gifted and Talented

98.32% Title 1

TECAHERS:
PK-6
KG-11
1st- 12
SPED -4
PARAS - 18

Strengths

Lower Teacher/Student Ratios in Kindergarten; Stable populations; Lower Student mobility: Tutoring and RtI provided to At-Risk Students

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Underrepresentation of Hispanic Staff	Low number of qualified applicants.
2	Dual language classrooms had higher teacher/ student ratios	Difficulty in finding bilingual teachers. Compressed one way and two way classes. We have to hire teachers from Latin American countries to fill our bilingual teacher vacancies.
3	Enhance RtI to Bilingual/ESL students	Lack of instructional materials in Spanish for remediation. Also, lack of qualified bilingual staff (Diagnosticians, counselors, etc...)

★ = Priority

Student Learning

Summary

We have created consistency across our phonics instruction, and our tier two interventions. We have seen an increase in our students testing scores. We conduct walkthroughs to calibrate and find areas of support in our intervention programs. Our next goal for 25-26 is to improve our small group reading, and to have teachers better understand the TEK's and how to best implement them.

Strengths

Student Composite Growth in 24-25 Mclass data:

Kindergarten: 35% student growth by EOY

1st Grade: 4% student growth by EOY

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The composite score on 1st Grade M class was 55% with 4% student growth.	Week phonics instructional materials (SAAVAS). Teacher retention in 1st grade due to heavy work load and pay.
2 ★	First grade students performed below the state standard on reading comprehension.	In previous years a non-systematic, non-explicit phonics program had been used.
3 ★	In the past, providing literacy programs that are not researched and proven prevent student progress and created learning gaps.	Not having proper guidance from TEA. The reading Academies has since then provided educators with guidance in this area.
4 ★	Tier students will make more than one year's growth on reading fluency/accuracy to be on grade level.	In previous years the use of a non-systematic, non-explicit phonics curriculum had been in use.

★ = Priority

School Processes & Programs

Summary

The admin team conducts weekly walkthroughs on teachers, and constructive feedback is given. We also use score cards that help us track out progress on specific targeted areas. Professional development is offered at the campus level for specific campus needs, and at the district level for broader needs. Decisions are data based and made during our SST/MTSS meetings, and at our weekly admin team meeting as well. Our current campus goal is to improve our small group reading. Our other campus goal is to dive deeper into the TEK's, and how to best implement them. We monitor our campus goal during our ILT meetings, we look at our mile stones, and make adjustments as needed.

Strengths

The successful implementation of our SOR curriculum, phonics, and intervention programs have lead to an increase in our composite scores in grades K-1st over the past year.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	A large percentage of students have learning gaps. Our systematic phonics program (SIPPS), Tier 2 intervention program (Amplified), and tier 3 Intervention Program pullouts, are offered to close the gaps.	over half of our students do not attend pre-k, and some do not attend kindergarten.
2	Provide support for writing integration into all subjects in the lesson planning	Lack of writing opportunities has a direct co-relation to poor reading scores.
3	Continue Intervention, small group instruction, and guided reading lessons	Gaps in student learning, poor diagnostic scores
4 ★	The composite score on 1st Grade M class was 55% with 4% student growth.	Week phonics instructional materials (SAAVAS). Teacher retention in 1st grade due to heavy work load and pay.

★ = Priority

Perceptions

Summary

Teachers are happy at school, but do feel that there are many tasks/requirements asked of them. Some of these things can't be avoided since they come directly from TEA, ex: Reading Academies, but at the campus level we are very mindful to not overload our teachers. As part of our morale boosting plan; our PTO feeds our teachers every month or every six weeks (as our budget permits), PTO also comes around with a snack cart every other week. We also try to provide our teachers with breakfast on Mondays with out students. In addition, our sunshine committee has a drawing for our perfect attendance gift cards for each six weeks. In addition, our PTO and Sunshine committees recognize staff on appreciation days. As part of our retention plan we try to create a family atmosphere on our campus, by having team building sessions, providing meals, and time for teachers to fellowship. We check in on our teachers often, provide them with support, celebrate and encourage each other.

Strengths

At Edison Elementary our teachers work very hard to provide our students with their academic and character development needs. We provide our teachers with quality professional development, and implement research based best practices. We have seen our students grow academically because of our approach. Our campus leaders continue to think outside of the box in order to best meet our students and staff needs.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Problem Statement: Some of Edison's students are from an economically disadvantaged population and while some parents are involved in their academics, we need and increase in parent academic involvement.	Low parent involvement, and low student diagnostic scores.
2	Problem Statements: Parents of Title 1 schools face many challenges on a daily basis that directly affect their school children.	Potential for poverty, substance abuse, lack of resources
3	Problem Statements: Students in Ttile 1 schools undergo social and emotional poverty through their life experiences	Potential for poverty, substance abuse, lack of resources, potential for physical, and emotional abuse. Potential for ACES (Adverse Childhood Experiences).
4	Problem Statements: Low percentage of parents are connecting with school to improve student's learning.	Some parents don't see the importance of being involved in their child's education.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The composite score on 1st Grade M class was 55% with 4% student growth.	Week phonics instructional materials (SAAVAS). Teacher retention in 1st grade due to heavy work load and pay.
2 ★	First grade students performed below the state standard on reading comprehension.	In previous years a non-systematic, non-explicit phonics program had been used.
3 ★	In the past, providing literacy programs that are not researched and proven prevent student progress and created learning gaps.	Not having proper guidance from TEA. The reading Academies has since then provided educators with guidance in this area.
4 ★	Tier students will make more than one year's growth on reading fluency/accuracy to be on grade level.	In previous years the use of a non-systematic, non-explicit phonics curriculum had been in use.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**

Student Data: Assessments

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Prekindergarten Self-Assessment Tool**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

In GISD academics is about every student meeting individual growth goals and accountability and support for all in making sure that happens. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.

Performance Objective 1 ☑ High Priority

PreK-12 Grade Literacy & Math Focus Areas - GISD will place an emphasis on literacy and math across all grade levels and content areas to help ensure that at least 70% of students are on or above grade level. (Year 1 70%, Year 2 85% and Year 3 95%)

Evaluation Data Source: Mclass data, running records, SST meeting data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We are on target to meet our goals

Strategy 1

"Critical Success Factors
CSF 1, 4
1)Targeted Support will be provided to all students in reading through small group guided reading during scheduled RLA time in order to increase academic achievement."

Strategy's Expected Result/Impact: Increase M class passing from 76% to 80%.

Staff Responsible for Monitoring: Admin team

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June
Moderate Progress	Considerable Progress	Moderate Progress	

Strategy 2

"Critical Success Factors
CSF: 1, 2, 3
Provide Tier 2 intervention for 30 minutes daily through small group instruction during the RLA block."

Strategy's Expected Result/Impact: Students will be reading story 1 on M class at the instructional level at 80% accuracy.

Staff Responsible for Monitoring: Principal, APs,

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

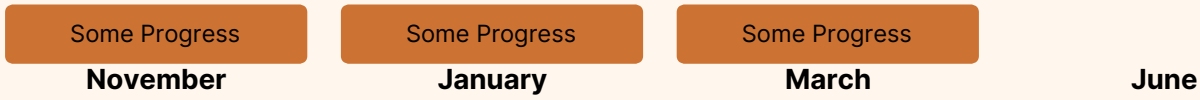
"Critical Success Factors
CSF: 1, 2
Provide PD for Science of Reading to improve reading skills and comprehension in PLC's and staff meetings."

Strategy's Expected Result/Impact: 90% of bilingual students will read 60 words per minute or better.

Staff Responsible for Monitoring: Admin team

TEA Priorities: Build a foundation of reading and math

Formative Reviews



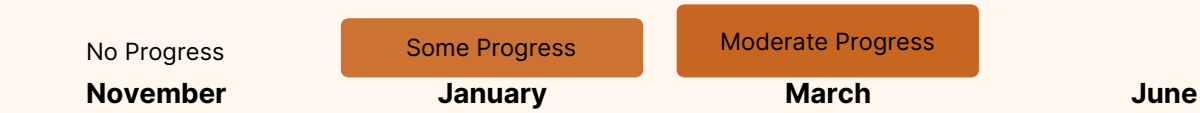
Strategy 4

"Critical Success Factors
CSF: 1,2
8) Continue Tier 3 pull out program for regular ed, and Special Ed students to decrease achievement gap and project academic growth to be on grade level."

Strategy's Expected Result/Impact: Tier students will make one year's growth or more on reading fluency/accuracy to be on grade level.

Staff Responsible for Monitoring: Admin team, Interventionist

Formative Reviews



Performance Objective 2 ☑ High Priority

By May 2027, 100% of students requiring additional support will be served under Multi-Tiered System of Support with progress documented.

Evaluation Data Source: Mclass data, running recods, SST meeting data.

Next Year's Recommendation: We have met at mid year after the Mclass data came in. We will meet again at EOY.

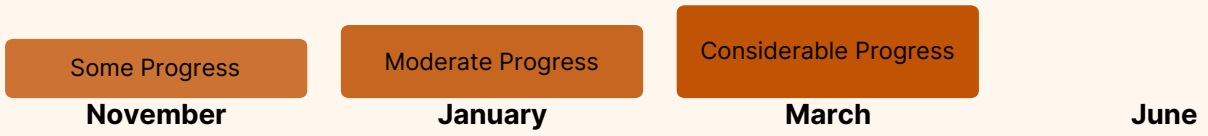
Strategy 1

"Critical Success Factors
CSF: 1, 2, 3, 6
3) Continue instructional strategies/activities planning to cover 100% of the grade level TEKS and new curriculum through the PLC's.

Strategy's Expected Result/Impact: Alignment in the curriculum and the instruction will result in 80% or higher achievement in math and reading

Staff Responsible for Monitoring: Admin team

Formative Reviews



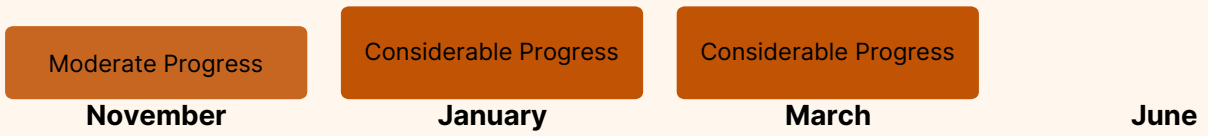
Strategy 2

"Critical Success Factors
CSF 1, 4
1)Targeted Support will be provided to all students in reading through small group guided reading during scheduled RLA time in order to increase academic achievement."

Strategy's Expected Result/Impact: Increase M class passing from 76% to 80%.

Staff Responsible for Monitoring: admin team

Formative Reviews



Performance Objective 3 ☑ High Priority

Edison Elementary will increase student performance for each Mclass assessment by 7% placing an emphasis on students reaching the Masters Grade Level Distinction.

Evaluation Data Source: MClass Assessment

Strategy 1

"Critical Success Factors
CSF: 1, 2, 3
7) Provide Tier 2 intervention for 30 minutes daily through small group instruction during the RLA block."

Strategy's Expected Result/Impact: Students will be reading story 1 on M class at the instructional level at 80% accuracy.

Staff Responsible for Monitoring: Admin team

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Performance Objective 4

Edison Elementary will support the Social and Emotional well being and safety for all learners.

Evaluation Data Source: Character Stong curriculum

Strategy 1

All teachers will be going through the character strong curriculum daily, during the designated time.

Strategy's Expected Result/Impact: Improve student mental health

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Goal 2

Recruitment and Retention
Our staff are our most valuable asset. We work hard to retain talented staff while recruiting year-round for new talent. Everything we do is an opportunity to recruit or retain new GISD family members.

Performance Objective 1

Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Source: Campus professional learning plans, PLC data

Strategy 1

Critical Success Factors
CSF: 1, 2, 3, 6
Continue instructional strategies/activities planning to cover 100% of the grade level priority TEKS and new curriculum through the PLC's, and additional weekly supports.

Strategy's Expected Result/Impact: Alignment in the curriculum and the instruction will result in 80% or higher achievement in math and reading

Staff Responsible for Monitoring: Admin team, Instructional coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June
Considerable Progress	Considerable Progress	Considerable Progress	

Performance Objective 2

GISD will improve ongoing support for first year teachers in GISD with a goal of 95% or higher satisfaction rate on end-of -year survey.

Evaluation Data Source: Ongoing survey feedback from first-year teaches, mentors, and campus administrators; Retention rate of 1st year teachers.

Strategy 1

"Critical Success Factors
CSF: 6, 7
2) Continue and improve the mentoring program for new teachers and support for experienced

teachers new to the grade level or district."

Strategy's Expected Result/Impact: Mentoring new teachers will increase student achievement above the state standard and will have satisfied with their career at a 95 % rate based on the survey.

Staff Responsible for Monitoring: Admin team

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June
Considerable Progress	Considerable Progress	Considerable Progress	

Performance Objective 3

GISD will recruit and retain a pool of educators and increase our hiring rate to 90% by the end of July.

Evaluation Data Source: Absence Management reports, feedback from students, teachers, administrators and guest educators.

Strategy 1

The district will recruit and provide training for substitutes.

Staff Responsible for Monitoring: District Administration

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 4

GISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 90%.

Evaluation Data Source: Absence Management reports, feedback from students, teachers, administrators and guest educators.

Performance Objective 5

Calibrate with all campus administrators and teachers regarding the administrative and teacher appraisal system to ensure quality and accurate data in monitoring and evaluating administrator and teacher effectiveness.

Evaluation Data Source: T-TESS rubric

Strategy 1

Calibration provided by region 11

Strategy's Expected Result/Impact: Campus admin calibration.

Staff Responsible for Monitoring: District admin/campus admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Goal 3

Connectedness
Connectedness in GISD means that students are engaged, parents are participating in school and at home and there is frequent collaboration between the district and our community partners. It is through parental engagement and community involvement that the student is academically, socially and emotionally connected.

Performance Objective 1

Maintain parental and community involvement programs that promote the academic, social and emotional growth of students. 70% of the total parent population will participate in school activities throughout the year.

Evaluation Data Source: Documentation from parent program activities/meetings, parental surveys, and SBDM meetings.

Strategy 1

"Critical Success Factors
CSF: 5
3) Increase community involvement in the campus including, volunteers, firefighters and police. "

Strategy's Expected Result/Impact: Involvement of volunteers and mentors will increase students positive behavior and decrease discipline by 10%

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 2

"Critical Success Factors
CSF: 6, 7
5) Involve Teachers in the planning of campus events "

Strategy's Expected Result/Impact: 100% of teachers will help plan at least one event

Staff Responsible for Monitoring: Admin team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 2

Evaluation data sources - remove call out and replace with messaging

Evaluation Data Source: Documentation from parent meetings/activities, End of Year program review; data from community events and surveys, district/campus call out reports.

Strategy 1

"Critical Success Factors
CSF: 5, 6
1) Increase positive communications with parents: calendar, grades, discipline, and engagement of their students."

Strategy's Expected Result/Impact: Increase parent communication by 10% which will directly impact student learning.

Formative Reviews

November	January	March	June
Considerable Progress	Considerable Progress	Considerable Progress	

Performance Objective 3

The Communications department will improve communication with all stakeholders by increasing the number of and parent and community engagement events.

Evaluation Data Source: End of year program review, data from school and community events, parent and student surveys

Goal 4

Equity
We acknowledge that access to opportunities and success is not - and has not been - the same for all stakeholders and that achieving equity begins by building this awareness in others. We also strive to uncover the causes of those imbalances, remove barriers, and advance equitable opportunities and outcomes for all.

Performance Objective 1

By May 2026, students will have the opportunity to participate in transition activities to promote a positive variety of careers and connections between schools.

Evaluation Data Source: Documentation of transition activities.

Strategy 1

"Critical Success Factors
CSF: 6
2) Continue campus visits for transitional grades: Head Start to Edison and 1st grade to Chalmers."

Strategy's Expected Result/Impact: 100% of students will visit their upcoming campus.

Staff Responsible for Monitoring: Admin team

Formative Reviews

November	January	March	June
Considerable Progress	Considerable Progress	Considerable Progress	

Performance Objective 2

Develop a budget that reflects equitable distribution of resources to grade levels.

Evaluation Data Source: Documentation of per student allocations for each campus in local, state and federal funds

Strategy 1

Work with teachers and admin team to create a budget that meets the needs of our students.

Strategy's Expected Result/Impact: Decrease negative student behaviors and increase student academic growth.

Staff Responsible for Monitoring: Dominguez

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 3

Maintain equitable, efficient and effective management of resources and operations, campus support will be maximized to meet ALL local, state and federal requirements.

Evaluation Data Source: Manuals/Handbooks, Agendas, Sign In sheets, Meeting notes/minutes, Surveys, Timelines, Financial statements

Strategy 1

Meet with campus secretary 2 times per 6 weeks to look over budget, expenses, and future needs.

Strategy's Expected Result/Impact: Improve the use and stewardship of campus funding

Staff Responsible for Monitoring: Dominguez

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

State Compensatory Education

State Compensatory

Budget for Edison Elementary

Total SCE Funds: $1,363,888.94

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Total State Comp Ed Funds: $217482.94 and 4 FTE Here is the breakout so you know how to tie to your CIP: $ 63, 070.48 - support salaries for interventionists. $ 133,911.98 - support salaries for instructional coaches $ 20,548.00 - support salaries for paraprofessiona supporting instruction $40,000 - Communities in Schools contracted services $11,000 - supplies Total State Bilingual Education Allotm $66,500.00 - ESL/BIL stipends (recruitment strategy) $7500.00 - supplies Title I Funds: $395,878.00 - Salaries supporting general instruction $1,000- Parental Involvement Dollars Title III Funds: $29,263 - Salaries for paraprofessionals supporting EB students

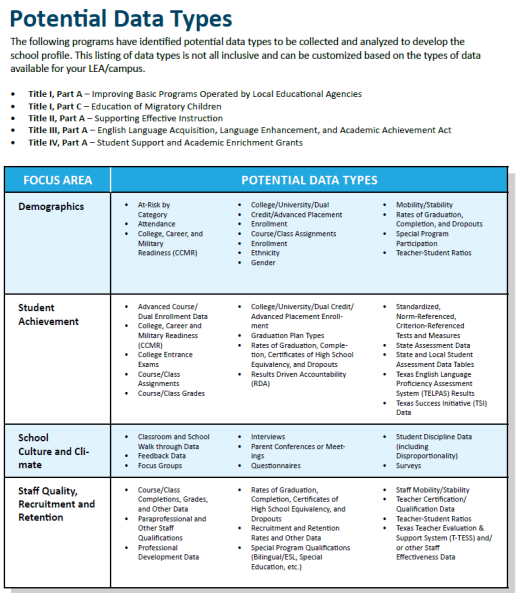
Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

3/28/25 Our campus met during a faculty meeting where I explained the CNA process, broke our staff into committees, then gave them half a day to complete the questions outlined in the CNA google document. We used the TEA Potential data types information provided below to select and examine the data.

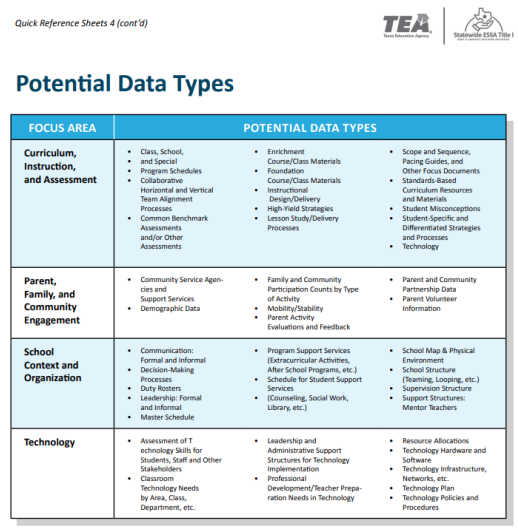


Potential Data Types

The following programs have identified potential data types to be collected and analyzed to develop the school profile. This listing of data types is not all inclusive and can be customized based on the types of data available for your LEA/campus.

- **Title I, Part A** – Improving Basic Programs Operated by Local Educational Agencies
- **Title I, Part C** – Education of Migratory Children
- **Title II, Part A** – Supporting Effective Instruction
- **Title III, Part A** – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- **Title IV, Part A** – Student Support and Academic Enrichment Grants

FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	• At-Risk by Category • Attendance • College, Career, and Military Readiness (CCMR)	• College/University/Dual Credit/Advanced Placement Enrollment • Course/Class Assignments • Enrollment • Ethnicity • Gender	• Mobility/Stability • Rates of Graduation, Completion, and Dropouts • Special Program Participation • Teacher-Student Ratios
Student Achievement	• Advanced Course/Dual Enrollment Data • College, Career and Military Readiness (CCMR) • College Entrance Exams • Course/Class Assignments • Course/Class Grades	• College/University/Dual Credit/Advanced Placement Enrollment • Graduation Plan Types • Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts • Results Driven Accountability (RDA)	• Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures • State Assessment Data • State and Local Student Assessment Data Tables • Texas English Language Proficiency Assessment System (TELPAS) Results • Texas Success Initiative (TSI) Data
School Culture and Climate	• Classroom and School Walk through Data • Feedback Data • Focus Groups	• Interviews • Parent Conferences or Meetings • Questionnaires	• Student Discipline Data (including Disproportionality) • Surveys
Staff Quality, Recruitment and Retention	• Course/Class Completions, Grades, and Other Data • Paraprofessional and Other Staff Qualifications • Professional Development Data	• Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts • Recruitment and Retention Rates and Other Data • Special Program Qualifications (Bilingual/ESL, Special Education, etc.)	• Staff Mobility/Stability • Teacher Certification/Qualification Data • Teacher-Student Ratios • Texas Teacher Evaluation & Support System (T-TESS) and/or other Staff Effectiveness Data



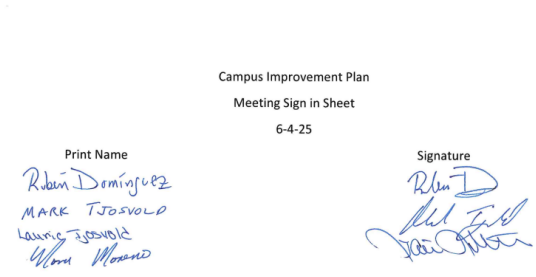
Quick Reference Sheets 4 (cont'd)

TEA | Statewide ESSA Title I

Potential Data Types

FOCUS AREA	POTENTIAL DATA TYPES		
Curriculum, Instruction, and Assessment	• Class, School, and Special • Program Schedules • Collaborative Horizontal and Vertical Team Alignment Processes • Common Benchmark Assessments and/or Other Assessments	• Enrichment Course/Class Materials • Foundation Course/Class Materials • Instructional Design/Delivery • High-Yield Strategies • Lesson Study/Delivery Processes	• Scope and Sequence, Pacing Guides, and Other Focus Documents • Standards-Based Curriculum Resources and Materials • Student Misconceptions • Student-Specific and Differentiated Strategies and Processes • Technology
Parent, Family, and Community Engagement	• Community Service Agencies and Support Services • Demographic Data	• Family and Community Participation Counts by Type of Activity • Mobility/Stability • Parent Activity Evaluations and Feedback	• Parent and Community Partnership Data • Parent Volunteer Information
School Context and Organization	• Communication: Formal and Informal • Decision-Making Processes • Duty Rosters • Leadership: Formal and Informal • Master Schedule	• Program Support Services (Extracurricular Activities, After School Programs, etc.) • Schedule for Student Support Services • (Counseling, Social Work, Library, etc.)	• School Map & Physical Environment • School Structure (Teaming, Looping, etc.) • Supervision Structure • Support Structures: Mentor Teachers
Technology	• Assessment of Technology Skills for Students, Staff and Other Stakeholders • Classroom Technology Needs by Area, Class, Department, etc.	• Leadership and Administrative Support Structures for Technology Implementation • Professional Development/Teacher Preparation Needs in Technology	• Resource Allocations • Technology Hardware and Software • Technology Infrastructure, Networks, etc. • Technology Plan • Technology Policies and Procedures

1.2 Location for Evidence of Multiple Meetings Held



Letters and Sounds 26

Teacher	Upper Case	Lower Case	Sounds
Becker	72%	67%	56%
Lopez	65%	59%	82%
Mendez	58%	58%	58%
Raines	41%	35%	35%
Smith	89%	89%	89%
Steinert	93%	93%	93%

	Total Grade Level - PreK Grade Level at 26 Letters and Sounds	ELAR Precent - 26 Letters and Sounds	SLAR Precent - 26 Letters and Sounds
Upper Case	70%	73%	62%
Lower Case	67%	70%	59%
Sounds	69%	67%	69%

Kinder EOY

ELAR Measure	EOY 2022	EOY 2023	EOY 2024	EOY 2025	2024 - 2025 + / -
Composite	42%	49%	69%	73%	4%
Phonemic Awareness	26%	26%	54%	62%	8%
Letter Naming	51%	56%	66%	68%	2%
Letter Sound	42%	49%	72%	76%	4%
Decoding	31%	23%	72%	73%	1%
Word Reading	42%	36%	65%	58%	7%

SLAR Measure	EOY 2023	EOY 2024	EOY 2025	2024 - 2025 + / -
Composite	93%	86%	91%	5%
Conciencia fonológica	90%	89%	91%	2%
Nombrar letras	93%	85%	66%	19%
Sonidos de letras	84%	82%	80%	2%
Decodificación	70%	74%	67%	7%

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Our timeline starts off with our CNA which was on 3/28/25, then I met with stakeholders to present the result of the CNA, I gather their feedback and make adjustments to the CIP.

2.2 Stakeholders 1114(b)(2)

During our title 1 nights in the Fall, we solicit information from parents and families via surveys that are completed and we keep. During out CIP meetings we go over all of the data with our stakeholders per my agenda and answer any questions/ make any necessary changes/adjustments to our plan (the data has been provided in the questions above).

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is placed in the plan 4 learning platform and the district then places it on the district and campus websites for the public to view.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

When creating the CIP we take into account any targeted support.