Gainesville Independent School District

Edison Elementary

2023-2024 Campus Improvement Plan

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.

Core Beliefs

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

Demographics Summary

The student body at Edison elementary we have 683 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:

67.35% At Risk

34.55% EB

12.74% Special Education

20.50% Bilingual

8.78% ESL

.44% Gifted and Talented

72% Title 1

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Underrepresentation of Hispanic Staff   **Root Cause:** Low number of applicants.

Problem Statement 2: Dual language classrooms had higher teacher/student ratios   **Root Cause:** Difficulty in finding bilingual teachers. Compressed one way and two way classes.

Problem Statement 3: Enhance RtI to Bilingual/ESL students   **Root Cause:** Lack of instructional materials in Spanish for remediation.

Student Learning

Student Learning Summary

We are currently working on building consistency across our phonics instruction, and our tier two interventions. Once these strategies are all in place we project an increase in our students testing scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The passing rate on 1st Grade M class was 76% with 24% who were approaches and did not meet expectations   **Root Cause:** Inconsistent phonics instruction.

Problem Statement 2 (Prioritized): First grade students performed below the state standard on reading comprehension.   **Root Cause:** In previous years a non-systematic, non-explicit phonics program had been used.

Problem Statement 3 (Prioritized): Providing literacy programs that are not researched and proven prevent student progress   **Root Cause:** Not having proper guidance from TEA. The reading Academies has since then provided educators with guidance in this area.

Problem Statement 4 (Prioritized): Tier students will make more than one year's growth on reading fluency/accuracy to be on grade level.   **Root Cause:** In previous years the use of a non-systematic, non-explicit phonics curriculum had been in use.

School Processes & Programs

School Processes & Programs Summary

The admin team conducts weekly walkthroughs on teachers, and constructive feedback is given. 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 meetings, and at our weekly admin team meeting as well. Our current campus goal is for teachers to have their classroom objectives posted, refer to them three times during the lesson and for students to know what they are learning in class.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Intervention Program   **Root Cause:** Student gaps

Problem Statement 2: Instructional alignment using pacing calendars

Problem Statement 3: Provide support for writing integration into all subjects in the lesson planning   **Root Cause:** Lack of writing opportunities has a direct co-relation to poor reading scores.

Problem Statement 4: Continue Intervention, small group instruction, and guided reading lessons   **Root Cause:** Gaps in student learning, poor diagnostic scores

Perceptions

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, feed our teachers every six weeks (as our budget permits), and have our PTO come around with a snack cart every other week. As part of our retention plan we try to create a family atmosphere on our campus. We check in on our teachers often, provide them with support, celebrate and encourage each other.

Problem Statements Identifying Perceptions Needs

Problem Statement 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.   **Root Cause:** Low parent involvement, and low student diagnostic scores.

Problem Statement 2: Problem Statements: Parents of Title 1 schools face many challenges on a daily basis that directly affect their school children.   **Root Cause:** Potential for poverty, substance abuse, lack of resources

Problem Statement 3: Problem Statements: Students in Ttile 1 schools undergo social and emotional poverty through their life experiences   **Root Cause:** Potential for poverty, substance abuse, lack of resources, potential for physical, and emotional abuse. Potential for ACES (Adverse Childhood Experiences).

Problem Statement 4: Problem Statements: Low percentage of parents are connecting with school to improve student's learning.   **Root Cause:** Some parents don't see the importance of being involved in their child's education.

Priority Problem Statements

Problem Statement 1: The passing rate on 1st Grade M class was 76% with 24% who were approaches and did not meet expectations
Root Cause 1: Inconsistent phonics instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: First grade students performed below the state standard on reading comprehension.
Root Cause 2: In previous years a non-systematic, non-explicit phonics program had been used.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Providing literacy programs that are not researched and proven prevent student progress
Root Cause 3: Not having proper guidance from TEA. The reading Academies has since then provided educators with guidance in this area.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Tier students will make more than one year's growth on reading fluency/accuracy to be on grade level.
Root Cause 4: In previous years the use of a non-systematic, non-explicit phonics curriculum had been in use.
Problem Statement 4 Areas: Student Learning

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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: In GISD, academics are 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: Edison Elementary will place an emphasis on literacy across all grade levels and content areas to help ensure that at least 70% of students are reading on or above grade level.

    High Priority

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

Strategy 1 Details				Reviews			
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."				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase M class passing from 76% to 80%.
    Staff Responsible for Monitoring: Admin team
 	
    Title I:
    2.4
    - **TEA Priorities:**
    Build a foundation of reading and math							

Strategy 2 Details				Reviews			
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."				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

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							

Strategy 3 Details		Reviews			
Strategy 3: "Critical Success Factors		Formative			Summative
CSF: 1, 2 Provide continuation of PD for balanced Literacy to improve reading skills and comprehension in PLC's and staff meetings."		**Nov**	**Jan**	**Mar**	**June**
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					
Strategy 4 Details		Reviews			
Strategy 4: "Critical Success Factors		Formative			Summative
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."		**Nov**	**Jan**	**Mar**	**June**
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					

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

Goal 1: In GISD, academics are 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 2: By May 2024, 100% of students requiring additional support will be placed in RtI with progress documented in the SST meeting Google document.

    High Priority

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

Strategy 1 Details			Reviews			
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, STEP, and additional weekly supports."			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
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						
Strategy 2 Details			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."			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase M class passing from 76% to 80%. **Staff Responsible for Monitoring:** admin team						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 1: In GISD, academics are 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 3: Edison Elementary will increase student performance for each Mclass assessment by 7% placing an emphasis on students reaching the Masters Grade Level Distinction.

> **High Priority**

> **Evaluation Data Sources:** MClass Assessment

Strategy 1 Details		Reviews			
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."		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 1: In GISD, academics are 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 4: Edison Elementary will support the Social and Emotional well being and safety for all learners.

    Evaluation Data Sources: Character Stong curriculum

Strategy 1 Details			Reviews	
Strategy 1: All teachers will be going through the character strong curriculum daily, during the designated time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student mental health **Staff Responsible for Monitoring:** Counselor **Title I:** 2.4 **- ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: 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: By May 2024, 100% Edison Elementary teaching staff will have spent one year implementing PLC best practices, as demonstrated by the creation of campus level commitments, team norms, and artifacts demonstrating a focus on the four critical questions.

    Evaluation Data Sources: Campus professional learning plans, PLC data

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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

Goal 2: 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 2: Edison will improve ongoing support for first year teachers with a goal of 90% or higher satisfaction rate on end-of -year survey.

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

Strategy 1 Details	Reviews			
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."	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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

Goal 2: 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 3: Performance Objective 3: Edison Elementary will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 85%.

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

Strategy 1 Details		Reviews			
Strategy 1: The district will recruit and provide training for substitutes.		**Formative**			**Summative**
Staff Responsible for Monitoring: District Administration		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue					

Goal 3: 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. 50% of the total parent population will participate in school activities throughout the year.

Evaluation Data Sources: Title 1 documents from program activities, parental surveys, SBDM documents.

Strategy 1 Details	Reviews			
Strategy 1: "Critical Success Factors	**Formative**			**Summative**
CSF: 5	**Nov**	**Jan**	**Mar**	**June**
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%				

Strategy 2 Details	Reviews			
Strategy 2: "Critical Success Factors	**Formative**			**Summative**
CSF: 6, 7	**Nov**	**Jan**	**Mar**	**June**
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				
Title I: 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 3: 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 2: Foster 100% of district and campus quality communication between home, school and community.

    Evaluation Data Sources: Title 1 documents, End of Year program review; data from community events and surveys, Edison newsletter.

Strategy 1 Details		Reviews			
Strategy 1: "Critical Success Factors CSF: 5, 6 1) Increase positive communications with parents: calendar, grades, discipline, and engagement of their students."		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parent communication by 10% which will directly impact student learning.					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 4: We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 2024, all students will have the opportunity to participate in transition activities to promote a positive variety of careers and connections between schools.

Evaluation Data Sources: Data Sources: Documentation of transition activities.

Strategy 1 Details				Reviews			
Strategy 1: "Critical Success Factors CSF: 6 2) Continue campus visits for transitional grades: Head Start to Edison and 1st grade to Chalmers."				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will visit their upcoming campus. **Staff Responsible for Monitoring:** Admin team							
0% No Progress	100% Accomplished		→ Continue/Modify		✕ Discontinue		

Goal 4: We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 2: Develop a budget that reflects equitable distribution of resources to grade levels.

> **Evaluation Data Sources:** Documentation of campus budget, allocations, and expenses.

Strategy 1 Details				Reviews			
Strategy 1: Work with teachers and admin team to create a budget that meets the needs of our students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease negative student behaviors and increase student academic growth. **Staff Responsible for Monitoring:** Dominguez				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Goal 4: We acknowledge that access to opportunities and success is not - and has not been - the same for all community members 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 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 Sources: Local, State and Federal requirements

Strategy 1 Details			Reviews			
Strategy 1: Meet with campus secretary 2-4 times a month to look over budget, expenses, and future needs.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the use and stewardship of campus funding			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dominguez						
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue			

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

$1,363,888.94 and 23.86 FTE's $1,238,676.00 Support salaries for gen ed teachers supporting instruction $36,083.00 Support salaries for gen ed paraprofessionals support instruction $63,060.00 Support salaries for counselors $12,400 Supplies

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with community members as well as campus representatives, during regularly held meetings.

2.2: Regular monitoring and revision

The CIP was regularly monitored and revised according to our campus needs.

3.1: Annually evaluate the schoolwide plan

The Schools plan is reviewed by the CIP committee several times a year.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent engagement policies are distributed during scheduled parent engagement nights.

4.2: Offer flexible number of parent involvement meetings

Parent involvement nights are offered after school.