

TITLE I IN THE AASD

Title I of the Every Student 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

Highlands Elementary: 2024-25

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

LITERACY

We will increase the overall percentage of students who make stretch growth goals in ELA on the iReady by 5% (30-35%) from the spring of 2024 to the spring 2025.

- We will implement Wit and Wisdom, UFLI, and HD Work with fidelity.
- We will engage in monthly RtI meetings with grade level PLC, administration, and instructional coach.
- We will monitor data from district and curriculum-based assessments to ensure AGR compliance with small group, needs-based instruction..



MATHEMATICS

We will increase the overall percentage of students who make stretch growth in math on the iReady by 5% (22-27%) from the spring of 2024 to the spring 2025.

- We will engage in monthly RtI meetings with grade level PLC, administration, and instructional coach.
- We will monitor data from district and curriculum-based assessments to ensure AGR compliance with small group, needs-based instruction



SOCIAL EMOTIONAL LEARNING

We will increase the overall percentage of students who respond favorably to the Spring Panorama survey question: "If you walked into class upset, how concerned would your teacher be?" from 74 to 77%.

- We will collaborate with our Student Support Team to collaboratively teach Second Step and adhere to the AASD pacing guide.
- We will continue morning feelings check-ins from Hestres and support emotional learning lessons.
- We will emphasize the use of regulation stations in all classrooms.

