

Principles, Strategies and Action Steps (REQUIRED)

Highland Free School (108775000) Charter District - FY 2024 - **Medium Risk** - Highland Free School (108775101) Charter School - School Integrated Action Plan (SIAP) - Rev 6

Plan Items

**P** 1) Principle 4 - Effective Curriculum

**Details**

Primary Need: FY23 ELA and Math state achievement scores were below expectations especially in 2 grade levels. On STAR in winter 2023 54% are at or above state benchmarks in reading and 58% are at or above state benchmarks in math. Struggling students require additional support to help boost growth.

Root Cause: Covid and other student struggles have impacted student focus, achievement, and growth.

Needs Statement: We need academic support to help students better meet growth and growth and achievement goals.

Desired Outcomes: Students will receive academic support/tutoring using Title I funds [and ESSER funds]. Highland will provide academic support for students with a goal of achieving a 15% increase in the number of students who meet their growth metrics by the end of the year on the STAR assessments in both reading and math (compared to the previous year).

SMART Goal: Highland will provide academic support for students with a goal of achieving a 15% increase in the number of students who meet their growth metrics by the end of the year on the STAR assessments in both reading and math (compared to the previous year).

**S** 1.1) Strategy 1.1

**Details**

Strategy Description: TUTORING

**AS** 1.1.1) Tutoring- Additional Support/Learning Time  
Title I LEA

**Details**

Action Step Description: In order to help eligible children meet challenging State academic standards, Highland will set aside monies for support- for tutoring before and after school. Tutoring will be in math, reading & writing for qualifying Title I students in all grades served (K-6). The funding amount include the salaries and mandated benefits for Title I targeted assistance teachers. Time sheets will be stored in Title I binder. Tutoring logs will be maintained. Tutors: \* appropriately certified Teacher tutors for PI/PO (before, after school and during breaks and lunch time) tutoring in reading and math. On an ongoing basis, Highland will review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet challenging State academic standards. Students will remain in the program until they no longer qualify for services by failing to meet criteria for 2 trimesters in a row (student must meet at least two of the following criteria each semester: determined at risk or struggling on benchmark assessments, falling below 40% on school administered Stanford 10 test in spring or fall, FFB or A in AASA test, or being recommended by teacher. Monitoring documentation and process will be kept in the Title I binder.

Person Responsible for this Action Step: Teresa Rodriguez (Organization Role: Director)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

Status	Progress Note	Added By	Date Added
In Progress	We hired a part-time tutor to start to work with students in December and continuing through the winter and early spring.	Teresa Rodriguez	1/7/2024 4:51:40 AM

**AS** 1.1.2) Criteria for Determining Eligible Students in Targeted Assistance

Title I LEA



Action Step Description: Highland shall determine which students will be served using objective criteria. Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify the eligible children most in need of services if the students are at risk of failing they can be referred to Title I tutoring. Input used to make Status Progress Note Added By Date Added a referral into the program may include any or all of the

following criteria: Standardized achievement tests (including AZM2, AIMS, school administered STAR, and other formative assessments), previous intervention/inclusion (i.e. entering from another school, enrollment in special education, homeless, etc), teacher judgment, and parental input. Staff members serving the students will consider all of the referral information provided, and will create this rank list based on who they determine to be the most in need of academic intervention. In our tiered model,, students will be rank ordered to determine which students are in need of academic intervention. Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non-participation, if applicable. Students will remain in the program until they no longer qualify for services by failing to meet criteria for 2 trimesters in a row (student must meet at least two of the following criteria each semester: determined at risk or struggling on formative assessments, falling below 40% on school administered STAR assessments , FFB or A in AASA test, or being recommended by teacher. Monitoring documentation and process will be kept in the Title I binder.

Person Responsible for this Action Step: Teresa Rodriguez (Organization Role: Director)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

Status	Progress Note	Added By	Date Added
In Progress	Based on spring 2023 AASA as well as other assessment and other above listed criteria, students were rank listed by need.	Teresa Rodriguez	1/7/2024 4:52:52 AM

**P** 2) Principle 6 - Family and Community Engagement



**Details**

**Primary Need:** Guardians and community members need a more effective communication and support resource.

**Root Cause:** Technology shifts, Covid, and time struggles have shifted or communication methods and parental engagement.

**Needs Statement:** The school needs a more effective system for communicating with parents that includes timely dissemination of information as well as helpful resources for parents

Desired Outcomes: Highland will maintain a single informational site for updating parents of information and providing support resources.

SMART Goal:

**S** 2.1) Strategy 2.1

**D** Details

Strategy Description: Online Support and Communication Resource: Highland will provide an online Support and Communication Resource

**AS** 2.1.1) Online Support and Communication Resource  
Well Rounded

**D** Details

Action Step Description: Highland will maintain a single informational site for updating parents of information and providing support resources. This resource will include homework notices, community support resources, newsletters, and rotating parental support information. The resource will be available to families at the beginning of the school year, and it will be updated at least monthly. Screen shots will be used to document.

Person Responsible for this Action Step: Teresa Rodriguez (Organization Role: Director)

Timeline: 6/1/2023 to 6/30/2024

ESSA Evidence:

Status	Progress Note	Added By	Date Added
In Progress	Page was created before beginning of school and has been updated weekly. <a href="https://padlet.com/highlandfreeolder/highland-s-resources-4am7i814haef143e">https://padlet.com/highlandfreeolder/highland-s-resources-4am7i814haef143e</a> Classroom pages were also created and updated regularly.	Teresa Rodriguez	1/7/2024 4:54:30 AM

**AS** 2.1.2) Transition Support Document  
Transition

**Details**

Action Step Description: Highland will maintain, update, and distribute a support document that will provide guidance to families on transitioning to middle school (which includes linked support resources). A copy of the guidance document will be stored in the ESSA binder in the IAP section and the date and method of delivery will be recorded (by the director).

Person Responsible for this Action Step: Teresa Rodriguez (Organization Role: Director)

Timeline: 1/1/2024 to 6/30/2024

ESSA Evidence:

Status	Progress Note	Added By	Date Added
In Progress	Basic document was made- but will be edited/updated as end of spring semester nears (document will be distributed digitally after update).	Teresa Rodriguez	1/7/2024 4:55:46 AM

**P 3) Principle 6 - Family and Community Engagement**

**Details**

Primary Need: The school needs to continue to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis.

Root Cause: Stakeholders at times feel that they are not able to be an active and relevant part of the community.

Needs Statement: We need to continue our process of implementation and documentation of stakeholder consultation.

Desired Outcomes: We will to continue our process of implementation and documentation of stakeholder consultation.

SMART Goal: By the end of the 2023-24 school year, Highland will have provided and documented at least 3 opportunities in which stakeholders will be able to engage and consult.

**S** 3.1) Strategy 3.1

**- Details**

Strategy Description: Stakeholder Consultation Opportunities

**AS** 3.1.1) Meaningful Consultation Opportunities Well Rounded

**- Details**

Action Step Description: Highland will provide at least 3 separate opportunities for stakeholders to consult and be a part of the decision making process [e.g. 1) school Community Meeting at the beginning of the school year. 2) Surveys including title I- in winter 3) School Council Meeting- in winter or early spring 4) Title I handbook signature page- beginning of year]. These opportunities including input will be documented in the master binder and used during decision making times (including when filling out CNA, making grants, and during board meetings).

Person Responsible for this Action Step: Teresa Rodriguez (Organization Role: Director)

Timeline: 7/1/2023 to 6/30/2024

ESSA Evidence:

Status	Progress Note	Added By	Date Added
In Progress	1) school Community Meeting at the beginning of the school year. [Hosted 8/9/23] 2) Surveys including title I- in winter [Distributed early January 2024- with reminders scheduled and QR notes for gate] 3) School Council Meeting- in winter or early spring [NOT COMPLETE- not time yet] 4) Title I handbook signature page- beginning of year]. These opportunities including input will be documented in the master binder and used during decision making times (including when filling out CNA, making grants, and during board meetings). [All families received upon enrollment and signed form.]	Teresa Rodriguez	1/7/2024 5:01:13 AM