

Santa Rosa County School District

# High Road School



2023-24

Schoolwide Improvement Plan (SIP)

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## High Road

4140 BERRYHILL ROAD, Milton, FL 32570

[ no web address on file ]

### School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

High Road School of Santa Rosa is deeply committed to the academic and social success of its students. High Road School of Santa Rosa serves students who have an array of exceptional needs. High Road School of Santa Rosa provides a therapeutic learning environment where students can develop the skills and coping strategies needed for academic success. We utilize evidence-based, trauma-informed care that produces positive student outcomes and creates lasting behavioral change. Our program provides individualized attention and an academic curriculum that is based on each student's cognitive ability, learning style, and interest.

**Provide the school's vision statement.**

High Road School of Santa Rosa County's vision is to provide students with a traditional or remote learning environment that integrates research based instructional strategies and normative school culture model that challenges students to achieve success both academically and socially by encompassing high expectations and accountability standards for all stakeholders.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Travis, Leslie	Principal	<p>The principal</p> <ul style="list-style-type: none"> <li>*Supervises the academic and special education sectors of the school which include: IEP Compliance, SIP, testing, Title I, academic staff including teachers/admin, report cards, grading, etc.</li> <li>*Ensures compliance of academics and special education areas.</li> <li>*Guides and provides support for teachers, curriculum and instruction staff, and the ESE Coordinator, etc.</li> <li>*Is responsible for professional development and data review.</li> <li>*Is the District's liaison and contact for academics and ESE.</li> <li>*Is responsible for teacher observations and providing effective positive feedback for growth.</li> </ul>
Blackmon, Carl	Other	The Director oversees daily operations of the school including supervision of staff, operations and students.
Maxwell, Andrew	Other	The Regional Director of Schools in Region 3 serves as supervisor for administrative school staff.
Kyle, Bernadette	Instructional Coach	Ms. Kyle is our curriculum and instructional supervisor for the academic team and staff. She provides professional development and support to teachers including digging into data, instructional strategies, and teacher observations with feedback provided to teachers. Ms. Kyle is part of the school leadership team and works hard to provide support and guidance to teachers.
Baize, Kelsey	Other	Ms. Baize is responsible for training teachers in the area of understanding and implementing IEP's, focusing on goals and accommodations. Ms. Baize is responsible for conducting annual meetings, requested meetings and attending transition meetings for students transitioning to High Road Academy or back into a traditional school. Ms. Baize serves as integral part of our administration team.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

High Road School is a contracted alternative school, partnered with the Santa Rosa School District. We work to provide services for students in the area of behavior modification, building stamina in the classroom, social emotional learning and over all providing Special Education supports to students in need, etc. 96% of our student population have IEPs, 1% have 504s and 1% are general education students. It is our second year as a Title I school serving students in need. Our students are classified as high risk.

We write a CIP (Campus Improvement Plan) for our school each year with goals and input provided from our parents, via surveys and face-to-face feedback. This CIP as well as a Quality Management review are in place from our corporate offices to ensure we are meeting goals.

We also ask for feedback from our students and employees. The SIP and CIP are reviewed with staff and employees monthly. We are also provided feedback from our Quality Management team with suggestions and requirements of changes/improvement.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each semester the principal and assistant principal will meet with District leaders to include the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

As a school we will review the SIP monthly as well as after each round of testing Star for K-2 and FAST for 3-10. The SIP will also be reviewed by our school resource teams (administrators) and gone over with teachers during common planning monthly.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	25%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	81%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	2021-22: UNSATISFACTORY



<b>DJJ Accountability Rating History</b>	
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### Early Warning Systems

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	6	2	9	9	9	35	
Level 1 on statewide Math assessment	0	0	0	0	6	1	8	8	7	30	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	3	9	10	8	34	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	2	5	3	3	8	7	9	41

**Using the table above, complete the table below with the number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	1	2

**Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	1	5	3	2	7	5	5	9	64	
One or more suspensions	0	3	6	5	3	7	4	5	6	58	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	0	2	7	7	2	12	57	
Level 1 on statewide Math assessment	0	0	0	0	1	7	9	3	14	52	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

#### The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	3	2	8	7	5	10	69

#### The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	6
Students retained two or more times	0	0	0	0	0	0	0	1	6	10

#### Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

#### The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	1	5	3	2	7	5	5	9	37	
One or more suspensions	0	3	6	5	3	7	4	5	6	39	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	2	7	7	2	12	30	
Level 1 on statewide Math assessment	0	0	0	0	1	7	9	3	14	34	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

#### The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	3	2	8	7	5	10	40

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	0	1	6	7

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	9	51	53	9	52	55	9		
ELA Learning Gains				24			20		
ELA Lowest 25th Percentile									
Math Achievement*	7	50	55	2	35	42	8		
Math Learning Gains				14					
Math Lowest 25th Percentile				0					
Science Achievement*	18	49	52	11	50	54			
Social Studies Achievement*	16	56	68		53	59			
Middle School Acceleration		51	70		41	51			
Graduation Rate		86	74		51	50			
College and Career Acceleration		44	53		61	70			
ELP Progress		47	55		48	70			

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	50
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	60
Total Components for the Federal Index	6
Percent Tested	87
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	2	2
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	16	Yes	2	2

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	9	Yes	2	2

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	11	Yes	1	1
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	14	Yes	1	1
FRL	13	Yes	1	1

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	9			7			18	16				
SWD	6			8			20	18			4	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	9			9			25	21			4	
FRL	6			9			14	6			4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	9	24		2	14	0	11					
SWD	11	21		3	14	0	14					
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	11	24		4	17							
FRL	7	24		3	18		13					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	9	20		8								
SWD	5	20		5								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	13			7								
FRL	13			13								

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	7%	55%	-48%	50%	-43%
05	2023 - Spring	*	64%	*	54%	*
07	2023 - Spring	*	54%	*	47%	*
08	2023 - Spring	8%	56%	-48%	47%	-39%
09	2023 - Spring	15%	55%	-40%	48%	-33%
04	2023 - Spring	*	68%	*	58%	*
06	2023 - Spring	18%	55%	-37%	47%	-29%
03	2023 - Spring	*	61%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	9%	63%	-54%	54%	-45%
07	2023 - Spring	10%	48%	-38%	48%	-38%
03	2023 - Spring	*	70%	*	59%	*
04	2023 - Spring	*	72%	*	61%	*
08	2023 - Spring	0%	76%	-76%	55%	-55%
05	2023 - Spring	0%	63%	-63%	55%	-55%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	58%	*	44%	*
05	2023 - Spring	*	55%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	58%	*	50%	*

**GEOMETRY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	48%	*

**BIOLOGY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	73%	-44%	63%	-34%

**CIVICS**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	71%	*	66%	*

**HISTORY**

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	70%	-53%	63%	-46%

**III. Planning for Improvement****Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

2022-2023 FAST state assessment data results yielded Reading/ELA as the lowest performance area. High Road is an alternative school setting with a transient population. Almost 100% of our students have an IEP and are provided accommodations. Students are referred to our school due to behavior issues they exhibit in the traditional school setting. Students are referred often for more than one school year and our focus is to assist with behavior while increasing the student's classroom stamina, therefore increasing exposure to content. material.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

2021-2022 FSA data indicates that the greatest decline was in Math. The transient population at High Road is a factor in the decline of scores. In addition the attendance rate was 79%. COVID restrictions contributed to the decline in attendance.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**



According to the data, Math yielded the greatest gap when compared to the state average. The state average indicated that 53% of Florida students scored a level one , and 78.9% of students at High Road scored a level one.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Students showed the greatest achievement in the Math Learning Gains component. The students answered 30% of these questions correctly. Strategies used to teach this component include explicit instruction in editing as well as the use of small group instruction.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

The first concern is the number of students who scored a level 1 in Reading and the second concern is the number who scored a level 1 in Math.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

During the 2023-2024 school year we would like to see a 10% increase in Reading/ELA and Math assessment scores school wide. We would like to see an increase in Average Daily Attendance of 5% for the 2023-2024 school year. And we would like to see a decrease in student discipline referrals by 5%.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student PBIP data and Forcefield (Forcefield is part of our normative culture system) data will be reviewed weekly. PBIP Data will be reviewed every 4.5 weeks with the discipline data team from the school district and High Road. Students who attain their behavior goal will serve on the High Road SGA. Elementary students become bullfrogs and high school students become gators. All students have the opportunity to earn incentives for attendance, testing and weekly behavior.

Student suspensions and discipline referrals will also be monitored and reviewed as part of this process.

Parents and students will participate in parent/grad nights with our staff we will work in small groups to complete science activities that are presented from the Pensacola Mess Hall. Working with the Pensacola Mess Hall will directly promote the positive culture and environment in our school and help to continue to improve the parent/school/home relationship.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Short term : Reduce referrals by 10% by the end of the 2023-2024 school year.

Long term: Reduce referrals by 30% by the end of the 2027-2028 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Implementation will be monitored through weekly audits to determine behavior tracking. Tracking forms will be loaded into student behavior monitoring and into the online notebook for review with the entire behavior team. PBIP Data will be reviewed every 4.5 weeks with the discipline data team from the school district and High Road.

**Person responsible for monitoring outcome:**

Carl Blackmon (blackmonc2@santarosa.k12.fl.us)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The High Road Positive Behavioral Interventions and Support program encourages a positive culture and environment. This multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. (1)

(1) <https://www.pbis.org/pbis/what-is-pbis>

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will participate in Townhouse every morning. Townhouse is a designated time in the morning for students, behavioral staff, and teachers to learn and review behavioral norms and expectations for the school day. Parents and students will participate the Mess Hall parent/grad nights

**Person Responsible:** Carl Blackmon (blackmonc2@santarosa.k12.fl.us)

**By When:** Townhouse is completed every morning before instructional time begins.

Behavioral Specialist will review behavior data during weekly data share meetings. The data will be used to reward students that are successfully following school norms.

**Person Responsible:** Carl Blackmon (blackmonc2@santarosa.k12.fl.us)

**By When:** Behavioral data will be reviewed weekly and focuses made for students who are not showing improved ratings.

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using the PBIP, Forcefield and focusing on Social Emotional Learning will help increase academic time and build capacity and stamina in the classroom. Our school is made up an entire ESSA subgroup - Students with disabilities according to our accountability subgroup scores only 21 students made progress on their ELA test the use of the UniSig budget will help to provide additional supplemental materials to support more students making gains: specifically the iXL program and computers for small groups. For our population of white students only 24 made learning gains and our free/reduced lunch students only 24 of those as well made gains. The budgeted items in our UniSig budget will help as we focus on these groups and work towards learning gains for all students.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

60% of students will maintain the highest level on the Forcefield, increasing classroom instruction time and rigor. This includes our ESSA subgroup students of free/reduced lunch, white students and student with disabilities.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly Forcefield data will be used to monitor the number of students increasing, maintaining, and decreasing academic class time when provided with intervention, reteaching, and small-group instruction.

**Person responsible for monitoring outcome:**

Leslie Travis (travisl@santarosa.k12.fl.us)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Learning science research indicates that small-group instruction improves academic achievement, relationships with classmates and staff members along with the promotion of psychological well-being. In addition, the opportunity for reteaching is an effective strategy in improving student achievement for students with disabilities.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Small-group instruction allows for the differentiation of instruction. Research indicates that it can be twice as effective as whole group instruction. (Reis et al., 2011), Robert J. Marzano states in his publication the Art and Science of Teaching/Reviving Reteaching that effective teachers employ the the principles of reteaching. The opportunity for a trained support person to provide both small-group instruction and reteaching will serve to provide students with disabilities additional support for mastering standards-based instruction.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students who are not successfully meeting the Forcefield weekly requirements will be assigned interaction time with a trained para-pro. Time and instruction will be tracked and compared to student time spent in the classroom.

**Person Responsible:** Carl Blackmon (blackmonc2@santarosa.k12.fl.us)

**By When:** Weekly data will be used to monitor students to determine if mastery of the content is being attained. A set schedule will be established within three weeks of

Forcefield data will be reviewed to assess improvement in student behaviors.

**Person Responsible:** Carl Blackmon (blackmonc2@santarosa.k12.fl.us)

**By When:** Data will be reviewed weekly and adjustments made as necessary to work to increase student ratings and time spent in the classroom.

**#3. Instructional Practice specifically relating to Intervention****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the English Language Arts Assessment Data, 85% of students scored a level 1 and 5% scored a level 2. Of the students tested, 10% scored a level 3 or higher, which is proficient. Based on the English Language Arts Statewide Data, 86% of students with disabilities scored a level 1 and 5% scored a level 2, and 11% scored a level 3 or higher, which is proficient. Based on the English Language Arts Statewide Data, 88% of economically disadvantaged students scored a level 1 and 7% scored a level 2. Of the students tested, 5% of students tested scored a level 3 or higher, which is proficient. We will use the iXL program to supplement ELA inside the classroom setting through the use of small groups. Students will work in small groups using Dell computers and the iXL program. The additional support this program provides will help to increase learning gains in our ESSA sub-groups of students with disabilities, white students and students on free/reduced lunch.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the FAST progress monitoring, 10% of students in each subgroup will score at a proficient level on the third progress monitoring assessment.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

FAST progress monitoring assessments data will be used to track student progress. Lesson plans will be reviewed to ensure that grade level standards are taught according to the pacing guides. Students not meeting the standards in weekly lessons will receive small group instruction for reteaching and learning opportunities.

**Person responsible for monitoring outcome:**

Leslie Travis (travisl@santarosa.k12.fl.us)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted, personalized instruction will be implemented to meet the students where they are and the individualized instruction will take place on Friday mornings.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

In personalized learning classrooms, students regularly work with their teacher in small groups. Planned and impromptu 1:1 interactions between students and teachers are also frequent. These small group and 1:1 interactions allow teachers more opportunities to observe students' learning and provide higher quality, targeted feedback—which has a proven impact on students' cognitive development and learning (Wisniewski, Zierer, and Hattie, 2019). Additionally, through 1:1 and small group interactions, teachers are better positioned to assess and scaffold learning in the moment. Scaffolding enables students to be in their Zone of Proximal Development for more time—learning at their optimal level versus trying to learn concepts they already know or that are beyond their current readiness level (McLeod, 2019).

(1) <https://www.edelements.com/blog/the-research-behind-personalized-learning>

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

FAST ELA data will be reviewed and input into a spreadsheet after each testing period. The data will be shared with teachers.

**Person Responsible:** Bernadette Kyle (bernadette.kyle@sesischools.com)

**By When:** Data will be input into a spreadsheet one week after the testing period ends. The data will be shared with teachers in the following weeks Common Planning.

The Academic Coordinator will conduct a data meeting with teachers to discuss the data and plans of actions for student success. (Small group instruction, individualized instruction, IXL practice, etc.)

**Person Responsible:** Bernadette Kyle (bernadette.kyle@sesischools.com)

**By When:** Data meetings will be held two weeks after each testing window.

**#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers will participate in a book study using the book, "Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming," by David A. Sousa and Michael D. Toth. Academic teaming has been found to be successful in ESE classrooms as the teaming creates an environment in which academic needs are met, as well as social and emotional skills. The teachers will use the strategies in the book to implement student teams in ESE classrooms. The book study will allow teachers to get involved in their professional learning by reading and discussing the material with their colleagues and fostering a positive culture in the school.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

85% of students will participate in academic teams during the 2023-2024 school year.

100% of teachers will participate in the "Power of student teams" book study.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will include student teaming activities in their lesson plans. Lesson plans will be reviewed weekly to assess the use of academic teams.

**Person responsible for monitoring outcome:**

Leslie Travis (travisl@santarosa.k12.fl.us)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning using a book study will guide teachers to new practices. Book studies allow teachers to learn techniques to teach ESE students in addition to changing their attitudes and beliefs about student grouping.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Research indicates that student-led academic teaming, is one of the most effective ways to achieve true social, emotional, and cognitive learning (SECL). This book includes a groundbreaking 10,000-student research study on a large urban district where teaming raised achievement across the board, and narrowed achievement gaps for African-American students, English Language Learners, and students with special needs (1)

(1)<https://academicteaming.com/pd/books/>

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No



### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will read one to two chapters independently, weekly. The book study discussion will take place during Common Planning, which takes place Thursday mornings at 8:00. The Academic Coordinator will use guiding questions to foster the discussion.

**Person Responsible:** Bernadette Kyle (bernadette.kyle@sischools.com)

**By When:** The Book Study will conclude by the end of the 3rd Quarter of the school year.

Teachers will write lesson plans that include the implementation of academic teaming. The lesson plans will clearly define the student roles in the teams.

**Person Responsible:** Bernadette Kyle (bernadette.kyle@sischools.com)

**By When:** Teacher lesson plans are due Thursday of each week. Teacher's will implement academic teams during the third quarter of the school year.

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I budget meetings will be held monthly, High Road Admin will participate in MTSS meetings with district staff, parent/stakeholder surveys will be completed as well as data review of the suggestions and satisfaction of our parents/stakeholders. UniSIG will be monitored by admin in conjunction with the Continuous Improvement Department. Our focus will be to provide as many supplemental instructional supports for our students that we can through our various funding allocations, as student achievement is a focus for our entire staff.

We have completed a Title I planning sheet for activities and materials we plan to purchase with our funding to support the strategies we have identified in our school improvement plan. Title I funding is under the oversight of the Director of Federal Programs. The Principal and Assistant Principal stay in communications with the Director of Federal Programs not only for beginning of the year purchases but to ensure that funding is being utilized appropriately throughout the school year. In addition, administrators ensure the funding is tied to school improvement outcomes.

While UniSIG funding is to be under the oversight of the Director of Federal Programs once funding is received, prior to any disbursement, administrators of the school have communicated directly with the Department of Continuous Improvement to receive feedback on ensuring that requests for UniSIG funding meets the school improvement goals.

To improve our state assessment proficiency scores for the white students, students with disabilities and free and reduced students, we will be implementing the use of RoboKind Robots for our students with social emotional needs to help increase classroom time and reduce behavior outbursts or episodes. We will also implement the use of Academic Groups inside the classroom setting, we will have a book study with our teachers using the book The Power of Student Teams and will work with teachers to write lesson plans that will include the use of academic teams. iXL for ELA will be purchased and used as a supplemental program within small groups to help students increase literacy and work towards gains of the FAST test. Dell computers will be used to add an additional small group into the elementary classrooms allowing students to work in groups with a focus on literacy.

To build a better school to home connection, we will be providing our families and students Open House/ Grad Nights where we will provide valuable information for success. We will be providing parent nights and grad nights using Pensacola Mess Hall to provide a hands on project for parents and students to work together with teachers and staff to build relationships during these events. We will use this time to build our home/ school relationships and to continue to build bridges with our families. This will directly affect our school culture and environment in a more positive manner.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Our SIP, UniSIG budget and SWP will be provided to parents, stakeholders and staff once approved. We will send information home with students, place a link on our Facebook page, have the forms translated for any student/family with a need. High Road will also have a notebook in the front office with all of this information readily available. Parents/stakeholders will be invited to monthly meetings for Title I.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

High Road School has an open door policy and welcomes the opportunity to meet with parents, guardians, stakeholders, staff, students, etc. We host several events throughout the school year that help to foster those relationships and build bridges for students and parents to feel safe and comfortable at our school. We host several giving drives throughout the school year, sock drive, food drive, etc. to provide a bridge to the community. Progress reports and report cards are provided after each grading period via the FOCUS portal as well as IEP Progress Monitoring, Behavior Monitoring Plans, and this year the addition of Academic Monitoring Plans.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Several things outlined in our plan are set in place to directly support student achievement. The robots we are hoping to purchase will allow for us to work with students who need additional supports socially and emotionally. By using the robots as an intervention, we will be able to increase academic time in the classroom. As a school we are focused and committed to reviewing data weekly and to review testing data after every testing session and to make adjustments as the data leads us. We are also committed to more teacher PD and more classroom observations with feedback for teachers.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

High Road meets monthly with stakeholders, survey our parents weekly, ask for feedback from community partners as well as partner agencies. The feedback we are provided with helps to guide change, help with developing policies as well as helps with selection of supplemental instructional materials for our students. We value our relationships with our agencies and community partners.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Upon attending orientation, families identify if they are currently receiving MH services and/or would like more information on the paperwork. Nellie checks every incoming student packet as shes putting them in Able and contacts them within 3 days. An assessment is scheduled to determine if student needs tier ii or tier iii services. consents are signed, trx plan written and weekly sessions tracked.

if a student already works with an agency, MEOs are signed, and we build working relationships with them

we partner with MRT and the SRCSD Crisis response team as needed

Groups are offered by grade and/or gender including GGI, social skills

diversion is offered as well

we comply with all statutes regarding mental health curriculum (Navigate 360)

also staff are MHFA certified

we have a parent steering committee and will have a community steering committee as of 23.24 sy

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

High Road hosts a job/college fair every year for our Junior and Seniors, we complete Senior trackers, interest inventories, and graduation requirement audits for each student. Based upon interest inventory results students are provided with additional information and resources. Parents are involved in the IEP process for their students. Parents and students are provided with information during the meeting or subsequent meetings relating to resources for after high school including contact information for local colleges, technical programs, employment opportunity resources.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

We follow MTSS and use progress monitoring as well as address student learning and behavior needs within the IEP. IEP's are reviewed annually with parents, teachers, and the IEP team. More often they are reviewed if we see a decline in meeting goals.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Teachers participate in weekly common planning, volunteer planning Saturdays, and teacher work day planning. We review instructional strategies from Common Instructional Frameworks, Marzano, etc. We also review student data and how to read and interpret what changes we need to make within the classroom to assist students with being successful.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

We do not have preschool and do not receive kindergarten students at the beginning of the school year.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$4,262.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	310	1421 - High Road	UniSIG		\$4,262.00
			<i>Notes: Parent engagement night - The Mess Hall Pensacola - Family Science Night, the Mess Hall will provide supplies and a hands on project for every family and student who attends. This will help with our positive culture and engaging with parents. The Mess Hall will also come into the school for our Positive Reward Day and provide a science kit and lesson to students. These funds will pay for supplies and time for the Mess Hall to come to High Road. Supplies are defined as all items needed to complete the project, including a reflection for the next school day. The total cost is for one night of family activity and 1 school day activity. This expenditure will help with promoting and working toward our goal of continuing to create a school with a positive culture and environment.</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$52,688.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5400	150	1421 - High Road	UniSIG	1.0	\$38,500.00
			<i>Notes: Salary for one full time and one part-time para-pro to instruct, plan, train, assess and monitor students with disabilities (the targeted ESSA subgroup). The staff members will provide small-group instruction as well as direct one-on-one instruction as a reinforcement of standards-based instruction.. The staff members will be in place second, third, and fourth quarters. To be completed by June 30, 2024.</i>			
	5400	210	1421 - High Road	UniSIG	1.0	\$1,155.00

			<i>Notes: Benefits - Retirement for one full time and one part-time para-pro to instruct, plan, train, assess and monitor students with disabilities. The staff members will be in place second, third, and fourth quarters. To be completed by June 30, 2024.</i>			
	5400	220	1421 - High Road	UniSIG	1.0	\$2,945.00
			<i>Notes: Benefits - FICA for one full time and one part-time para-pro to instruct, plan, train, assess and monitor at-risk students with disabilities. The staff members will be in place second, third, and fourth quarters. To be completed by June 30, 2024.</i>			
	5400	230	1421 - High Road	UniSIG	1.0	\$10,088.00
			<i>Notes: Benefits - Health insurance for one full time and one part-time para-pro to instruct, plan, train, assess and monitor students with disabilities. The staff members will be in place second, third, and fourth quarters. To be completed by June 30, 2024.</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Intervention</b>				<b>\$11,475.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	690	1421 - High Road	UniSIG		\$2,500.00
			<i>Notes: IXL purchase to use for supplemental instruction for grades 3-10. IXL will support students with learning and will providing supplemental instruction to support growth in ELA. This price is for a 1-year subscription.</i>			
	5100	643	1421 - High Road	UniSIG		\$4,375.00
			<i>Notes: Dell Laptops for testing and working in small groups. The purchase of Dell Laptops 7 x 625 will allow for an additional small group in the elementary classrooms. Students will work in a groups of 3 and are focusing on ELA. Our specific sub-group of students with disabilities will also be impacted through the purchase of these laptops.</i>			
	5100	520	1421 - High Road	UniSIG		\$4,600.00
			<i>Notes: Making Connections readers - class sets for grades 3-5 from school speciality.com. Class sets of reading books for students in small groups to help with reading comprehension. Making Connections® is a direct, systematic, and highly interactive comprehension program that teaches students strategies to build their comprehension. The program employs a scaffolded instructional plan that supports students by modeling, guiding, and then coaching students to independence. Fiction and nonfiction texts are tied to content-area topics to prepare students to analyze and interpret diverse materials across content-areas. This will be 4 sets per grade level including shipping for grades 3-5. Purchase of these books will help to supplement reading in the classroom and help to work toward our ELA goals and increasing test scores and reading comprehension for students in grades 3-5. This purchase also works directly to impact our ESSA subgroup of students with disabilities.</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning</b>				<b>\$308.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	590	1421 - High Road	UniSIG		\$308.00
			<i>Notes: Purchase the book The Power of Student Teams. We will need 11 books at \$28 each. This price includes shipping. This book will also relate directly to our goal of implementing academic groups in the classroom, which is our goal under instructional practices and coaching.</i>			
					<b>Total:</b>	<b>\$68,733.00</b>

## Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No