

East Milton Elementary School



2014-15 School Improvement Plan

East Milton Elementary School

5156 WARD BASIN RD, Milton, FL 32583

<http://www.santarosa.k12.fl.us/schools/eme/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
16%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At EME, we are committed to providing: E-Excellence will be encouraged in all aspects of student learning at EME. A-Academic achievement goals will be set and monitored by students, teachers, administrators, and parents at EME. S-Safety of all students will be emphasized in all aspects of the educational environment at EME. T-Technology-rich instructional opportunities will be utilized will all students at EME.

M-Motivational program of instruction, as well as incentives will be provided for students at EME. I-Instruction in "hidden rules" of class structures will be provided to all students at EME. L-Leadership at EME will promote a love of learning for students, families and staff at EME. T-Teachers will promote a life-long love of learning with students at EME. O-Opportunities for ownership of learning will be a central focus at EME. N-Needed resources for success in life will be taught and identified to students at EME.

Provide the school's vision statement

East Milton Elementary School strives to cultivate relationships with our students and families that encourage and facilitate an awareness of goal setting, identifying resources and academic achievement skills needed to be successful in a multitude of areas (academic, technological, social, and emotional) in preparation for establishing a successful future story.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

On the registration form there is a place for parents/guardians to indicate if their child's ethnicity and a place to indicate if there is another language spoken in the home beside English. Teachers are able to invite parents/guardians in to speak to their students about their different culture. This helps to build relationships between parents/guardians, students, and teachers. By integrating various cultures into the curriculum, students become more understanding of each other.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At East Milton we strive to be caring and friendly to all our families and students. As they enter our building everyone is encouraged to speak to each child. We have supervision throughout the building who offers help when needed and to ensure the safety of our students. In the afternoon, there is constant supervision to make sure all our students are safely on their way to their respective homes. Security cameras and visitor check-in routines aids in monitoring all visitors and students on our campus. LobbyGuard is housed by the front door, which allows parents to register with their driver's license on a web-based monitoring system. Our entire staff and faculty will be trained in "Capturing Kids Heart" this year. One of our goals is to provide a safe environment that promotes student learning. Emergency drills are practiced monthly so students will know what is expected in case of an actual emergency. These drills will help to relieve some of the panic that could arise in the midst of an incident.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

EME has school wide rules displayed in areas such as hallways, Cafeteria, Media Center, etc. This helps to remind our students of our expectations. Each classroom establishes and behavioral plan in their classroom to help students stay engaged during instructional time. This plan includes rewards as well as consequences. Administration is sent a copy so we can reference them in case we have to counsel with the student. Each classroom teacher is also responsible to teach the Second Step program which helps students make the right decisions about behavioral issues. Administrators make it a point to walk through classrooms and be visible throughout the school day. Professional Development has been planned to train our faculty on strategies that may be used in the classroom to diffuse behavioral issues. This will be facilitated by an ESE teacher of a district special behavioral unit housed on our campus.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our Guidance Counselor provides lessons for each classroom once a month. Along with this, she is available to counsel with students and/or families on various issues that arise. Mrs. Pugh is in charge of our Friday's Friends program that provides additional food for the weekend for specific identified students.

In the classrooms, teachers use the program Second Step with all their children. This helps with decision making and getting along with others appropriately to aid in the students' social – emotional needs.

We also have an independent Counselor who spends three days a week to work with referred students. This consists of individual and group counseling sessions.

One day a week our Military Family Counselor comes in to touch base with children whose parent(s) are active military and/or deployed. She is a resource for the families and students.

Special Area teachers, such as Art, Music, Physical Education, and Media Specialist, will become mentors to assigned specific students. They will be responsible for checking in on their student(s) to see how well they are doing with their grades and also if there is a need we need to address.

In our clinic, we have clothes, socks, underwear, and shoes available for students who are in need of new or need to borrow for the day.

All of these activities are in place to help ensure the social-emotional needs of all our students are being met.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	6	6	1	11	3	35
One or more suspensions	0	0	0	2	2	2	6
Course failure in ELA or Math	0	0	0	3	0	14	17
Level 1 on statewide assessment	0	0	0	7	10	8	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	10	27	31	69

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

EME has identified all students with two or more early warning indicators in each classroom and set up a mentor program with the special area teachers. These teachers will act as cheerleaders for the student/s they are mentoring in whatever areas they have identified as problematic. The teachers will touch base with each child they choose weekly so they are able to report on the child's successes. For students with academic concerns, tutoring is offered after school with transportation provided. Students with poor attendance will begin by meeting with the Guidance Counselor to allow the opportunity to talk with parents and see if the school can help in any area to increase their child's attendance. If the child's truancy continues to be problematic, a second meeting will be held with the parent and this time administration will talk with the parents to develop a truancy plan. Weekly Multi Tier System of Support meetings are also held to monitor students with both academic and behavioral concerns.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Described in Parent Involvement Plan

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Paschall, Terry	Principal
Waters, Brenda	Assistant Principal
King, Mandy	Instructional Coach
Richards, Leslie	Instructional Coach
Pugh, Marsha	Guidance Counselor
Cowell, Kathy	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Some members of the School Leadership Team are also on the MTSS team that is comprised of the Principal, Assistant Principal, School Psychologist, Guidance Counselor, Classroom Teacher, Reading Coach, Academic Intervention Specialist, ESE teacher (if needed), and Parent. Each team member is charged with the responsibility to evaluate student strengths and weakness and identify and allocate the appropriate resources to meet the student's needs. The school-based MTSS Team coordinates the implementation of MTSS at East Milton Elementary School. Children are referred for MTSS through their individual teachers, the school based integrated services team (Kids First), Grade level data teams, and/or parent referrals. The Assistant Principal schedules MTSS team meetings weekly and establishes the agenda for each meeting. The Administration works with staff in overseeing compliance with the district's Response to Intervention plan, which includes using appropriate interventions and tracking those interventions with approved data tools.

The School Based Leadership Team also coordinates data meetings among grade and/or subject areas and advises all staff on appropriate interventions using the core.

Principal - Facilitator

Assistant Principal – MTSS scheduling, completes individual data sheets, and determines Agenda for meeting

Guidance Counselor - provides attendance and discipline reports

Classroom Teacher - provides current data from classroom and observations

Reading Coach - provides certain assessment results (DEA and FAIR) and explanation of reports to parent

Academic Intervention Specialist - provides certain assessment results (Text Level and Assessment) and explanation of reports to parent

Parent - provides background of child, observations of child's abilities outside of school

School Psychologist - provides guidance on appropriate intellectual and process evaluations

ESE Teacher/Speech Pathologist - provides applicable data if enrolled in other programs

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

East Milton Elementary has an MTSS team that is comprised of the Principal, Assistant Principal, School Psychologist, Guidance Counselor, Classroom Teacher, Reading Coach, Academic Intervention Specialist, ESE teacher (if needed), and Parent. The team meets weekly to review students' progress or lack of progress based on the most current formative and summative assessment data. Classroom teachers refer a student for an Rtl meeting when they have data to determine that a student is working significantly below grade level, have implemented some Tier II interventions within their classrooms, and talked with the parent. Teachers may use Discovery Education Assessment (DEA) results, FAIR results, observations, basal assessments, etc. to determine the effectiveness of the core instruction and the lack of progress of the student referred. The team reviews the student's hypothesis at the beginning of each meeting, then reviews the most current data and compares the student's progress with that of their peers with the additional strategies and support. If progress is not seen to be successful, additional strategies may be added in the form of additional time, individualized instruction, and/or a smaller group size. Time has been built into the master schedule for ESE and Intervention teachers to work with the identified students.

Title I, Part A funds support supplemental activities to improve the academic achievement of the disadvantaged. Activities include the following primary activities: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) an Initiative to Improve School Safety, 3) provision of extended learning time, 4) a science initiative on Next Generation Sunshine State Standards and Common Core Standards, 5) Parent Involvement, 6) Professional Development, and 7) school-based initiatives based on student needs. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. Some of these activities include: Family Nights (Literacy, Writing, Science, and Writing), Book Fair, Science Night, Family fun nights, Community Agency awareness activities, as well as many other parent involvement activities. An extreme focus on poverty and the use of Ruby Payne strategies/programs is funded through our Title I program as well. Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized testing. Some of these additional assessments are: Discovery Education and Renaissance.

Title I, Part C- Migrant

Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) to provide support services for students eligible for migrant services. The Migrant Liaison, stationed in Escambia County, provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure student's needs are met.

Title I, Part D

The district receives funds to support the Santa Rosa Youth Academy. Services are coordinated with District Drop-out Prevention Programs. Services focus on core academic skills, transition, technology support, and careers

Title II

Teacher and Principal Training and Recruitment funds ensure activities aligned with state academic content standards, student academic achievement standards, and state assessments. The District receives funding to support the following activities: 1) provide staff development sessions in math, reading, writing, and science. 2) participate in state and national conferences, 3) support two curriculum coordinators in reading/writing and math/science, 4) provide reading coaches at high needs schools 5) train coaches 6) training district data coaches and administrators 7) conduct new teacher orientation activities, 8) support mentor teachers, 9) improve minority recruitment, and 10) support professional development for school-based administrators in the area of the Florida Principal Leadership Standards

Title III

Title III services are provided through the district for education and materials and ESOL itinerant teachers to improve the education of immigrant and English Language Learners.

Title X- Homeless

The District receives McKinney Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of children and youth identified as eligible for homeless education. The Communities of Learning/Homeless Education Program collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.

Supplemental Academic Instruction (SAI)

Schools are given SAI funds based on student population to conduct before and after school tutoring programs and computer lab tutoring during the school year. SAI is also used to fund our Summer Reading Camp for Level 1 and 2 third grade students. Intensive remedial reading instruction is provided along with another opportunity to take the alternate Stanford 10 for Level 1 students as an opportunity for an exemption from mandatory retention.

Violence Prevention Programs

The Second Step Program is provided by the district for all elementary classes.

The district also provides designated grade level presentations for abuse recognition and prevention. All teachers have yearly update training on recognizing and reporting of abuse.

Nutrition Programs

Santa Rosa County District Schools is participating in the USDA Healthier Schools program. East Milton is one of the schools participating, and was awarded GOLD status from the President of the United States. Our cafeteria staff works with teachers and students to encourage good nutrition. Lessons will be taught to all 1st, 3rd, and 5th grades by a grant through the University of Florida. Proper nutrition is also taught in PE classes. Parent classes will be held, along with tasting nights to educate them on proper nutrition. We also utilize local churches to offer a "backpack" program for children who we are afraid do not get proper meals over the weekends. We are presently working as a team to generate grants through the NFL/American Dairy Farmers Fuel Up to Play 60 program. Our cafeteria manager, along with our wellness committee will be working with a select group of students to encourage exercise and healthy eating through a volunteer mentoring program offered after school.

Housing Programs

The district will provide housing referral services through the Communities of Learning/Homeless Education Program.

Head Start

The Head Start program for Santa Rosa County District Schools is coordinated through TR Jackson. East Milton currently hosts a Head Start class. The majority of the students participating in this class live in the East Milton Elementary School zone.

Adult Education

The District provides Adult Education services through the Adult School. The Adult School is designed to meet the educational goals of adults and youth who have exited the formal school setting. It is the responsibility of the Adult School to provide an educational atmosphere designed to encourage personal and intellectual growth towards post-secondary education and/or employment. EME supports the adult learning program by advertising on campus, in newsletters, and by word of mouth. We provide information for the program in our Parent Resource Center.

Career and Technical Education

Career and Technical Education programs in Santa Rosa county School District are provided in secondary and post secondary schools. These programs are career-oriented with rigorous academic coursework utilizing industry standards. The school provides career education through science, math, and literacy day when community members are invited to share their expertise.

Job Training

Job Training in Santa Rosa District Schools is designed to meet the needs of students, business and industry. Through numerous secondary and postsecondary training programs, instruction is provided which leads to a highly skilled labor force. Title I schools frequently refer parents and guardians to services at Locklin Technical Center.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Terry Paschall	Principal
Bonnie Burney	Parent
Crystal Ramey	Parent
Natasha Wigle	Parent
Jessica Phillips	Business/Community
Lisa Lowe	Business/Community
Aubrey Hall	Parent
Cynthia Edwards	Parent
Claude Duval	Business/Community
Emily Jarrett	Teacher
Cheryle Davies	Education Support Employee
Bob Cole	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Monthly, activities included in the school improvement plan are reported to the SAC to ensure that the school goals are continuously worked toward. As data becomes available from various assessments, these are presented to the committee to allow them to monitor effectiveness in continuous student achievement.

Development of this school improvement plan

East Milton's SAC committee reviews different areas of the current SIP plan throughout the school year, making suggestions or revisions. When this new school year began and scores had been released, the SAC committee met and reviewed the strengths and weaknesses of the school as displayed by student scores. Suggestions for revisions and additions to the upcoming SIP were taken. Yearly goals were also discussed and used within the SIP. Monthly updates are given at each SAC meeting throughout the school year keeping members informed about student progress and the progress of the school.

Preparation of the school's annual budget and plan

Each year, East Milton's SAC committee is presented with the previous year's budget to help develop the yearly budget. The proposed budget is presented to the SAC committee in May for their approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be requested to be used to increase student rewards through the PBS program, match funds for after school tutoring, pay for teachers to attend professional development activities that fall outside of the Title I budget window, and pay for refreshments that are needed at various parent involvement activities. Refreshments will also be purchased for after school Continuous Improvement Team (CIT) data meetings. We will also request that SAC provides funds for teachers who conduct kindergarten screening during the summer.

Food for Family Nights = \$100.00 x 4 events = \$400.00
Kindergarten Screening Teacher Stipends = \$500.00
Teacher Professional Development = \$100.00
Student Recognition/Rewards = \$200.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Paschall, Terry	Principal
Waters, Brenda	Assistant Principal
King, Mandy	Instructional Coach
Richards, Leslie	Instructional Coach
Cowell, Kathy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT this year will include assisting in providing professional development in the area of questioning and collaboration for the staff. They will also provide assistance and support for the continued and expanded implementation of the Tyner Early Intervention model which has moved to the fifth grade this year. The Literacy Team will also be involved in evaluating training needs for a shift to the Florida State Standards of instruction, Professional Learning Committees, and problem solving throughout the school. Evaluating specific grade level reading data, making recommendations to leadership about reading needs, and facilitating Parent Training sessions will also be areas that the Literacy Leadership Team will be involved in this year. This year, EME has been awarded two additional Academic Intervention Specialists to support teachers in their Tier I core subjects. These teachers will assist teachers in their classrooms modeling literacy strategies, providing feedback to the teacher, and analysis of student assessment results.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

EME will continue to use collaborative learning with both students and adults. Kagan training was provided to teachers during the summer to encourage and provide various activities and strategies to use within each classroom. The master schedule was built to provide each grade level common planning time during and after the school day to allow teachers to work together in planning, reviewing grade level assessment results, and pulling resources for any intervention needed across the grade level. PLCs will also be used this year with a grade level facilitator. The entire staff will also be trained in Capturing Kids' Hearts during September and October.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. New teachers will have a support team to assist them with understanding school processes - 1 peer teacher, 1 mentor teacher, 1 administrator
2. New teachers will be allowed and encouraged to participate in professional development activities of their choosing to support student learning. They will also be included in school-wide professional development on a weekly basis - teacher and administration.
3. New teachers will be given feedback on their performance, and have opportunities to observe master teachers in their grade level - Administration and teacher
4. New teachers will have 30, 60, and 90 day conferences to meet with administration about concerns and questions+
5. Teachers will be given the opportunity to facilitate grade level meetings, professional developments, and book studies to build leadership skills and capacity within the school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each beginning teacher is part of a team whose purpose is to help him/her become the best teacher possible. The support staff for each beginning teacher consists of a minimum of three mentors: a building level administrator, a peer teacher, and another professional educator. These mentors will:

- participate in observation and evaluation procedures, including pre- and post- observation conferences
- will assist in the formulation of his/her professional development plan
- participate in individual and group inservice activities as needed
- participate in development of a portfolio and to demonstrate the Educator's Accomplished Practices.

Activities for teams:

- Orientation to the program
- Observation Instrument training
- consulting/conferencing
- Accomplished practices
- joint planning
- Marzano instruction

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

This year, EME has added two Academic Intervention Specialists to provide support to classroom teachers and provide resources and strategies to improve their core instructional programs. Teachers will meet as a grade level bi-weekly to review grade level assessments and develop strategies to strengthen this instruction. The AISs will plan with the teacher, model lessons within the classrooms, hold discussions with the teachers of the results of the lesson, and provide support to the individual teachers. Pacing guides have been developed by these AISs to provide teachers with a timeline to track the pacing of their instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers at EME are given end-of-the-year assessment results for the students in their classroom during pre-planning. Teachers also have students complete the Renaissance Reading and Math Assessment computer programs the first week of school which provide comprehensive insight into student performance with valid and reliable interim assessments and customizable formative assessments. Students are also progress monitored three times a year using the Discovery Education Assessment. These assessments predict proficiency for Reading, Math and Science. The results of these assessments are also used to screen students to identify risk for academic failure and to measure academic growth within and across years. When the assessment results are available, grade levels meet to determine levels of proficiency and those students requiring intervention. A separate intervention time has been built into the daily schedule to allow teachers time to work with these students in smaller groups. Small groups in reading may be designed around the assessment results as well as identifying weak areas in the Tier I instruction across grade levels. During grade level Professional Learning Communities these weak areas in the core instruction may be addressed with revised lessons and strategies.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,480

Students are offered after school tutoring with transportation provided. Additional instruction is offered in areas of weakness in grades 1 - 5. Students will utilize the SM5 program and custom courses, leveled readers, Accelerated Math individualized computer program, FasttMath computer program, Basal Intervention strategies, and Step up to Writing.

Strategy Rationale

Students who are not proficient in core subjects need additional time for instruction to become proficient. Extended school day tutoring allows for smaller group sizes during instruction and more intensive teacher monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Waters, Brenda, watersb@mail.santarosa.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Teachers will use SM5, FasttMath, and Accelerated Math reports
- Gains reports from SM5
- Successful completion of leveled readers will be graphed by student
- Accelerated Reader tests will be used for those books available
- Writing rubrics will be used to assess writing progress, progress of will be tracked by student using the rubric

Strategy: Summer Program

Minutes added to school year: 5,400

Students are offered after school tutoring with transportation provided. Additional instruction is offered in areas of weakness in grades 1-4. Student will utilize the SM5 individualized computer program, leveled readers, Fastt Math computer program, Basal Intervention strategies, results of Discovery Education Assessments, and district provided reading passages.

Strategy Rationale

Students who are not proficient in core subjects need additional time for instruction to become proficient. Summer Programs allow for smaller group sizes during instruction and more intensive teacher monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Paschall, Terry, paschallt@mail.santarosa.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Teachers will use daily and weekly SM5 and FasttMath reports
- Gains reports from SM5 and Renaissance reading and math programs
- Successful completion of leveled readers will be graphed by the student
- Accelerated Reader tests will be used to test for comprehension for those books available

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each year preschool students, parents, and their teachers are invited to visit and tour East Milton Elementary School. This visit provides interaction between our teachers and prospective students and parents. East Milton Elementary School also sends a teacher to TR Jackson Pre-Kindergarten Center to work with teachers there on preparing children for the transition to Kindergarten. A VPK class is offered at East Milton every summer prior to the start of a new school year. The VPK opportunity to sign-up information is given out at kindergarten registration. Information on VPK is also sent home with each student at EME and a Connect-ed call is made to inform parents. The principal participates in the graduation ceremonies held annually for both ESE as well as Head Start students. In total, East Milton Elementary School hosts 4 pre-kindergarten classes during the normal school year, and one VPK class during the summer.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student performance and student engagement through collaborative practices

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student performance and student engagement through collaborative practices 1a

G055484

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Math - ED	61.0
AMO Math - SWD	51.0
FAA Mathematics Proficiency	45.0
AMO Reading - All Students	71.0
AMO Reading - ED	71.0
AMO Reading - SWD	55.0
FAA Reading Proficiency	40.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Reading Coach
- Academic Intervention Specialist
- Teachers trained using the Kagan techniques
- Kagan books for each grade level
- District Level Professional Development Center
- Tier I Academic Intervention Specialists
- District Mathematics and Literacy Teachers on Special Assignments

Targeted Barriers to Achieving the Goal 3

- Lack of communication skills
- many new teachers to school
- Lack of systematic Intervention

Plan to Monitor Progress Toward G1. 8

1. Determine percentage of growth through formative and summative assessments
2. Review results of Fidelity Monitoring
3. Monitor number of MTSS and disciplinary referrals
4. Monitor use of collaborative practices within the classroom

Person Responsible

Terry Paschall

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Assessment charts/Students assessment scores

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student performance and student engagement through collaborative practices **1**

 G055484

G1.B3 Lack of communication skills **2**

 B139849

G1.B3.S1 Team building activities **4**

 S152224

Strategy Rationale

The primary purpose of team building is to get people to engage in some type of collaborative effort. Collaboration can stimulate creative thinking, unite a group, develop strengths, and address weaknesses and lead to higher levels of thinking. Collaboration is necessary to unify people around a task or goal. Team members can motivate one another and hold one another accountable

Action Step 1 **5**

1. Establish group norms for collaboration with teachers
2. Participate in Capturing Kids' Heart training
3. Provide PD for teachers in communication skills
4. Provide PD for teachers in problem solving skills

Person Responsible

Terry Paschall

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PD logs/Lesson plans/participation in PD/written norms/meeting agendas/teacher reflections/PD videos/Reading Coach Log/Surveys

Action Step 2 5

1. Establish norms with students for collaboration
2. Participate in Kagan Cooperative Learning Groups
3. Participate in Capturing Kids' Heart strategies

Person Responsible

Terry Paschall

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

1. Teacher notes
2. survey results
3. Classroom walkthroughs

Action Step 3 5

1. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings
2. Teachers brainstorm strategies to strengthen student proficiency
3. Teachers agree on additional strategies to use in the classroom to reteach curriculum
4. Teachers reteach curriculum using different strategy
4. Reassess

Person Responsible

Mandy King

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Notes from teacher meetings/Lesson plans/ assessment results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

1. Observation of peer led PD
2. Observe the interaction of grade level meetings
3. Lesson Plans
4. Review student proficiency reports
5. Review Teacher Surveys
6. Observation Walkthroughs
7. student reflection sheets

Person Responsible

Brenda Waters

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Schedule of facilitators/Anecdotal notes/norms/survey results

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

1. Review results of Fidelity Monitoring
2. Determine percentage of growth through formative and summative assessments
3. Review discipline number of referrals
4. Review daily behavioral charts
5. Chart trend lines of student proficiency

Person Responsible

Terry Paschall

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Grade Level notes/CIT data/Discipline referrals/daily behavioral charts

G1.B7 many new teachers to school **2**

 B139853

G1.B7.S1 Monthly meetings with administration **4**

 S152229

Strategy Rationale

Having a time to meet with administration in small groups each month will allow for individualized support to be given to new teachers and their needs and concerns.

Action Step 1 **5**

An intervention lesson plan will be developed for all teachers in the area of reading in the areas of informational and literature. These were the two areas that showed weakness on DEA Test B.

Person Responsible

Mandy King

Schedule

Daily, from 1/6/2015 to 5/22/2015

Evidence of Completion

lesson plan, classroom assessments, student reflections, teacher reflections

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Reading Coach, AIS, Administration will conduct classroom walkthroughs and monitor classroom assessments.

Person Responsible

Terry Paschall

Schedule

Weekly, from 1/6/2015 to 5/22/2015

Evidence of Completion

Walkthrough notes, Leadership Team notes, teacher schedules and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Students in grades 3, 4 and 5 will complete DEA Test C in February after 4 weeks of intervention instruction.

Person Responsible

Mandy King

Schedule

On 2/2/2015

Evidence of Completion

Results from the DEA assessment will be used to determine if the intervention is successful.

G1.B8 Lack of systematic Intervention 2

 B139854

G1.B8.S2 Development of Professional Learning Communities 4

 S152232

Strategy Rationale

To increase student performance teachers need to develop a common purpose and shared identity through reflective dialog based on specific grade level student data. Teachers will then work together to strengthen the Tier I instruction across the grade level to improve student proficiency.

Action Step 1 5

1. Establish norms
2. Set and enforce standards of reflective dialog
3. Agree on common assessments that target standards and meet grade level rigor
4. Bi-weekly collect common assessment data
5. Grade level data analysis to identify areas of need by teachers
6. Refine instructional strategy of weak area determined by analysis of student results
7. Reteach and reassess

Person Responsible

Mandy King

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson Plans/Teacher Reflections/Classroom videos/Observations/Student Reflections/
Student assessment results

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

1. Monthly grade level data meetings with Leadership Teams
2. PD logs
3. lesson plans
4. Observation of classrooms
5. Participation
6. Review class norms
7. teacher reflections
8. PD minutes
9. Reading Coach log
10. Interview students

Person Responsible

Terry Paschall

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

student/class videos/Lesson plans/class norms/student survey results/assessment results

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

1. Monthly grade level data meetings with Leadership Team representative
2. Monthly Leadership Team meetings to compare proficiency throughout the school and sharing of strategies chosen by grade levels to improve student proficiency
3. Tracking of common assessment results and trends after teachers have retaught the curriculum

Person Responsible

Terry Paschall

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Grade level data meeting notes/CIT data/Lesson Plans/attendance data/discipline referrals/
Trend results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Santa Rosa - 0071 - East Milton Elementary School - 2014-15 SIP
East Milton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	1. Establish group norms for collaboration with teachers 2. Participate in Capturing Kids' Heart training 3. Provide PD for teachers in communication skills 4. Provide PD for teachers in problem solving skills	Paschall, Terry	8/18/2014	PD logs/Lesson plans/participation in PD/written norms/meeting agendas/ teacher reflections/PD videos/Reading Coach Log/Surveys	6/5/2015 monthly
G1.B8.S2.A1	1. Establish norms 2. Set and enforce standards of reflective dialog 3. Agree on common assessments that target standards and meet grade level rigor 4. Bi-weekly collect common assessment data 5. Grade level data analysis to identify areas of need by teachers 6. Refine instructional strategy of weak area determined by analysis of student results 7. Reteach and reassess	King, Mandy	9/8/2014	Lesson Plans/Teacher Reflections/ Classroom videos/Observations/Student Reflections/Student assessment results	5/29/2015 biweekly
G1.B7.S1.A1	An intervention lesson plan will be developed for all teachers in the area of reading in the areas of informational and literature. These were the two areas that showed weakness on DEA Test B.	King, Mandy	1/6/2015	lesson plan, classroom assessments, student reflections, teacher reflections	5/22/2015 daily
G1.B3.S1.A2	1. Establish norms with students for collaboration 2. Participate in Kagan Cooperative Learning Groups 3. Participate in Capturing Kids' Heart strategies	Paschall, Terry	8/18/2014	1. Teacher notes 2. survey results 3. Classroom walkthroughs	5/29/2015 weekly
G1.B3.S1.A3	1. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings 2. Teachers brainstorm strategies to strengthen student proficiency 3. Teachers agree on additional strategies to use in the classroom to reteach curriculum 4. Teachers reteach curriculum using different strategy 4. Reassess	King, Mandy	10/6/2014	Notes from teacher meetings/Lesson plans/ assessment results	5/29/2015 biweekly
G1.MA1	1. Determine percentage of growth through formative and summative assessments 2. Review results of Fidelity Monitoring 3. Monitor number of MTSS and disciplinary referrals 4. Monitor use of collaborative practices within the classroom	Paschall, Terry	8/25/2014	Assessment charts/Students assessment scores	5/29/2015 monthly
G1.B3.S1.MA1	1. Review results of Fidelity Monitoring 2. Determine percentage of growth through formative and summative assessments 3. Review discipline number of referrals 4. Review daily behavioral charts 5. Chart trend lines of student proficiency	Paschall, Terry	8/25/2014	Grade Level notes/CIT data/Discipline referrals/daily behavioral charts	5/29/2015 weekly
G1.B3.S1.MA1	1. Observation of peer led PD 2. Observe the interaction of grade level meetings 3. Lesson Plans 4. Review student proficiency reports 5. Review Teacher Surveys 6. Observation Walkthroughs 7. student reflection sheets	Waters, Brenda	8/18/2014	Schedule of facilitators/Anecdotal notes/ norms/survey results	5/29/2015 monthly
G1.B7.S1.MA1	Students in grades 3, 4 and 5 will complete DEA Test C in February after 4 weeks of intervention instruction.	King, Mandy	2/2/2015	Results from the DEA assessment will be used to determine if the intervention is successful.	2/2/2015 one-time
G1.B7.S1.MA1	Reading Coach, AIS, Administration will conduct classroom walkthroughs and monitor classroom assessments.	Paschall, Terry	1/6/2015	Walkthrough notes, Leadership Team notes, teacher schedules and lesson plans	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S2.MA1	1. Monthly grade level data meetings with Leadership Team representative 2. Monthly Leadership Team meetings to compare proficiency throughout the school and sharing of strategies chosen by grade levels to improve student proficiency 3. Tracking of common assessment results and trends after teachers have retaught the curriculum	Paschall, Terry	9/8/2014	Grade level data meeting notes/CIT data/Lesson Plans/attendance data/discipline referrals/Trend results	5/29/2015 biweekly
G1.B8.S2.MA1	1. Monthly grade level data meetings with Leadership Teams 2. PD logs 3. lesson plans 4. Observation of classrooms 5. Participation 6. Review class norms 7. teacher reflections 8. PD minutes 9. Reading Coach log 10. Interview students	Paschall, Terry	9/8/2014	student/class videos/Lesson plans/class norms/student survey results/assessment results	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student performance and student engagement through collaborative practices

G1.B3 Lack of communication skills

G1.B3.S1 Team building activities

PD Opportunity 1

1. Establish group norms for collaboration with teachers 2. Participate in Capturing Kids' Heart training 3. Provide PD for teachers in communication skills 4. Provide PD for teachers in problem solving skills

Facilitator

Leadership Team, outside facilitators, Administration, Reading Coach, Academic Intervention Specialist

Participants

Teachers, Leadership Team, Administration

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

1. Establish norms with students for collaboration 2. Participate in Kagan Cooperative Learning Groups 3. Participate in Capturing Kids' Heart strategies

Facilitator

Company facilitators, teachers, district leaders

Participants

teacher, administration

Schedule

Weekly, from 8/18/2014 to 5/29/2015

PD Opportunity 3

1. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings 2. Teachers brainstorm strategies to strengthen student proficiency 3. Teachers agree on additional strategies to use in the classroom to reteach curriculum 4. Teachers reteach curriculum using different strategy 4. Reassess

Facilitator

Reading Coach/outside facilitators/administration/Academic Intervention Specialist

Participants

Teachers/Interventionists/ESE teachers

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

G1.B7 many new teachers to school

G1.B7.S1 Monthly meetings with administration

PD Opportunity 1

An intervention lesson plan will be developed for all teachers in the area of reading in the areas of informational and literature. These were the two areas that showed weakness on DEA Test B.

Facilitator

Reading Coach, AIS, District facilitators

Participants

classroom teachers, Paraprofessionals

Schedule

Daily, from 1/6/2015 to 5/22/2015

G1.B8 Lack of systematic Intervention

G1.B8.S2 Development of Professional Learning Communities

PD Opportunity 1

1. Establish norms 2. Set and enforce standards of reflective dialog 3. Agree on common assessments that target standards and meet grade level rigor 4. Bi-weekly collect common assessment data 5. Grade level data analysis to identify areas of need by teachers 6. Refine instructional strategy of weak area determined by analysis of student results 7. Reteach and reassess

Facilitator

Administration, Leadership Team, outside facilitators, Reading Coach

Participants

teachers, administration, leadership team, reading coach

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: To increase student performance and student engagement through collaborative practices	105,000
Grand Total	105,000

Goal 1: To increase student performance and student engagement through collaborative practices

Description	Source	Total
B3.S1.A1 - Capturing Kids' Hearts training, substitutes, travel expenses, etc.	SIG 1003(a)	20,000
B3.S1.A1 - Resource Books, stipends for teachers to attend PD after contract time, teacher professional development, funding for outside presenters, materials for team building, Kagan materials	Title I Part A	65,000
B3.S1.A2 - Notes	Title I Part A	20,000
B4.S2.A1 - materials for assessments, chart paper, markers, resources for developing assessments, substitutes for PD and data analysis	Title I Part A	0
B8.S2.A1 - materials for assessments, chart paper, markers, resources for developing assessments, substitutes for PD and data analysis	Title I Part A	0
Total Goal 1		105,000