Milton High School

2023-24

Schoolwide Improvement Plan (SIP)

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Milton High School

5445 STEWART ST, Milton, FL 32570

http://www.santarosa.k12.fl.us/schools/mhs/

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.

Our mission is to provide all students with quality instruction while encouraging them to prepare for their careers, to share responsibilities, to respect all people, and to view education as a lifelong process.

Provide the school's vision statement.

By implementing critical thinking skills and problem solving techniques and by fostering individual responsibility, Milton High School will provide all learners with basic skills for living self-sufficiently, preparation for college and careers, and motivation and opportunities for lifelong learning.

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
Short, Tim	Principal	The principal shall assume administrative responsibility and instructional leadership, under the supervision of the Superintendent and in accordance with the rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which he/she is assigned. Job assignments include, but are not limited to: Principal Responsibilities 2023-24 1. Direct relations w/ Community Leaders, Media, Politicians 2. Community Requests 3. Manage and disseminate information from SRCSD offices 4. Teaching Assignments 5. Personnel decisions/management 6. Department Chairs/meetings 7. Advanced Placement instructors/trainings 8. Observation Plan/development of IP groups 9. Innovation Initiatives 10. STEAM (including Innovators) 11. Handle all email from Dr. Barber and Mr. Noack 12. Callout system administrator 13. Front Office Assignments 14. Special Requests 15. Involvement/communications with all stakeholders 16. Leave Approval through AESOP 17. School Budget(s) 18. School finance authorization/signatures 19. Bookkeeper/Financial Audits 20. Title I Compliance and Oversight 21. Manage Title I workers (G. Weaver, K. Allen, R. Hannah) 22. Coaching assignments (w/ Mr. Rowell & Mr. Blake) 23. OSO Compliance/Oversight (w/ Mr. Blake) 24. Title IX Compliance/Gender Equity 25. Articulation Meetings with feeder schools (w/ Underwood) 26. Athletic Oversight Meetings (with Rowell/Blake) 27. Athletic Volunteers Alignment 28. Accreditation process (when applicable) 29. COVID-19/Coronavirus management/protocol (as needed) 30. Literacy updates (w/Martha Gough) 31. Literacy Plan Compliance/Work closely with Ms. Leddy (at-risk initiatives & PD) 32. School Advisory Council 33. Data Chats with AP, EOC, and FSA teachers 34. Development and implementation of PLC plan 35. Interviews & hiring within IP groups 36. Management of PLC process/meetings 37. In-service/Early release days 38. Marzano/Evaluation rubric training 39. Mentor Teachers (TIP)

Name	Position Title	Job Duties and Responsibilities
		40. POP program/SPPP program/SRCSD Alt Cert Mentor Program (Martha Gough/other mentors) 41. Administrative Professionals (Secretaries) Day 42. Schedule/oversee faculty meetings 43. Technology w/ Mr. Rowell 44. Student/Teacher Recognition 45. At-Risk graduates 46. Oversee and manage APs & front office personnel/secretaries 47. IP of selected instructional (ELA, Soc Studies, Title I, Media, Admin) and non-instructional staff 48. Other duties as needed
Rowell, Chad	Assistant Principal	The assistant principals shall assist the principal in carrying out the duties pertaining to administrative responsibility and instructional leadership of the school site and shall act in the place of the principal during the principal's absence. Job assignments include, but are not limited to: Buildings & Grounds Responsibilities 2022-23 1. Facilities & Grounds 2. Maintenance needs/reports/work orders 3. Keys 4. Bell Schedules 5. Classroom Assignments (w/ Mr. Short) 6. Admin Duty Plan 7. Athletics Issues 8. Coaching Assignments (w/ Mr. Short & Mr. Blake) 9. OSO Oversight (w/ Mr. Short) 10. Athletic Oversight Meetings (with Short/Blake/Gillis) 11. Athletic Volunteers Alignment (as per county protocol) 12. FHSAA Representative 13. STEAM Management (w/ M. Knowlton) 14. Infrastructure Initiatives 15. Safety Team/meetings 16. Safety Drills/Reports 17. Emergency management plan/updates 18. Risk Management 19. School Calendar 20. Custodial Services: ABM 21. Transportation service issues: STA 22. Property Control 23. FISH Report 24. FSSAT Report 25. Facility Use requests 26. Religious Venue requests 27. Vending machines 28. Graduation: facilities 29. Capital Outlay report (w/ Short)

Name	Position Title	Job Duties and Responsibilities
		30. Construction issues 31. Lunch Duty plan 32. Technology: COW locations & security, remote technology, technology maintenance 33. Review all email from J Harrell, R Laing, R Grimes, and D Hahn 34. COVID-19/Coronavirus management/protocol (deep clean) 35. Coordinate work through ISS/NJROTC 36. Rookie of the Year selection/process 37. Faculty/staff celebrations (cookouts) 38. Summer school facilities/Payroll/Community School/Athletics 39. Interviews & hiring within IP groups 40. At-Risk graduates 41. PLC groups 42. Oversee and manage groundskeeper Rueben 43. Oversee and manage AD & AD secretary & TA for Technology 44. IP of selected instructional (Math, ROTC, PE, AD) and non-instructional staff 45. Other duties as needed
Leddy, Amanda	Assistant Principal	The assistant principals shall assist the principal in carrying out the duties pertaining to administrative responsibility and instructional leadership of the school site and shall act in the place of the principal during the principal's absence. Job assignments include, but are not limited to: Guidance Responsibilities 2021-22 1. Guidance Issues 2. Master Schedule 3. Registration process w/Curriculum guide updates 4. Testing: FSA/EOC/Make-Ups/PERT/PLAN/Advanced Placement/Local Assessments 5. Coordinate with Guidance Testing Assistant 6. STAR Testing/Schedules 7. STAR feedback/meetings/trainings 8. ELA Data Chats w/STAR Testing 9. Instructional Initiatives (focused on Marzano practices) 10. Callout system administrator 11. Dual Enrollment w/PSC & UWF 12. Locklin Technical Center 13. Employee Verification & Out of Field Reports 14. FTE Accountability/Audits & Roster verification 15. Certification issues 16. Accreditation process (when applicable) w/ Short 17. Summer School academics, testing, and transportation 18. Graduation activities 19. Awards night 20. Hooding ceremony 21. Substitutes/Class Coverage w/ Kristen Ward

Name	Position Title	Job Duties and Responsibilities
		22. Comp Time Log: Non-instructional 23. Pre-Arranged College Visits 24. 504 Plan Compliance 25. Academic celebrations ("A" Honor Roll recognitions) 26. Student of the Month Recognitions/Celebrations 27. Student Teachers/Practicum Students 28. Cheerleaders 29. Textbook orders 30. VISA rebate monies 31. Summer Schedule pickups 32. Teacher of the Year process and selection 33. Teacher Appreciation Week 34. Parent meetings: Senior financial aid, advanced academic, ninth grade registration 35. Academic referrals/contracts 36. Sunshine State Scholars selection 37. A Team 38. Academic Letters 39. Review all email from Carlisle Griffin 40. Coordinate with AP Coordinator for Oversight/Management of course approval, syllabi, etc. 41. Health Tech 42. Federal Grants (if applicable) 43. Interviews & hiring within IP groups 44. At-Risk graduates 45. PLC groups 46. Oversee and manage guidance department & secretaries & data entry 47. IP of selected instructional (Science, Business, Guidance) and non-instructional staff (TBD) 48. Other duties as needed
Marsh, Chafan	Assistant Principal	The assistant principals shall assist the principal in carrying out the duties pertaining to administrative responsibility and instructional leadership of the school site and shall act in the place of the principal during the principal's absence. Job assignments include, but are not limited to: Student Services Responsibilities 2022-23 1. Discipline Issues 2. Truancy Issues & Truancy Court 3. Attendance Issues, Procedures & Records (BITS) 4. Student Activities (Assemblies, Pep Rally, Clubs/Organizations, Fundraisers) 5. Homecoming 6. Transportation (Bus riders/discipline: George Blake) 7. SGA 8. Student Elections 9. Intervention Initiatives

Name	Position Title	Job Duties and Responsibilities
		10. PBIS (including BITS) w/T Henry 11. MTSS 12. PMPs 13. Math Data Chats w/STAR Testing 14. School Improvement Process/SIP (w/Dean) 15. CDAC and Trauma Informed Counselor 16. MFLC counselor 17. Threat Assessment Team 18. IST Team (w/ Gloria Gibson) 19. Pre-Arranged absences/Attendance waivers 20. Agenda Planners 21. Handbook Education/CoC Exams (w/ Dean) 22. Teacher Handbook updates 23. Parking 24. Duty Rosters (AM/PM) 25. Textbook inventory (W/ Debby Schepper) 26. Literature Distribution requests 27. COVID-19/Coronavirus management/protocol 28. Review all email from Sharon Patrick and Mandy King 29. School Resource officer (Deputy Hyler) 30. School sign (w/ Lisa Murphey) 31. Security cameras w/Deans 32. SREY selection/process 33. Volunteerism (w/ Kelly Gillis & George Blake) 34. School Lunch Forms (w/ Kelly Gillis) 35. Student Insurance 36. Student Service compliance checklist 37. Suite 360 Mental Health Training 38. Department Chair Meetings (w/Short, Rowell, Leddy) 39. Summer Make-Up Exams 40. ESE Liaison 41. Interviews & hiring within IP groups 42. Virtual Graduation (if necessary) 43. At-Risk graduates 44. PLC groups 45. Oversee and manage deans, SRO, secretary & attendance personnel 46. IP of selected instructional (ESE, Arts, Foreign Language, Literacy, Deans) and non-instructional staff 47. Other duties as needed
Parker, Gerren	Dean	This individual participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; and provides support for intervention fidelity and documentation. 1. Handles discipline for all grade levels 2. Duty before, during, and after school 3. Works with ISS instructor 4. Lunch duty daily 5. Works with volunteers/paperwork

Name	Position Title	Job Duties and Responsibilities
		6. Prepares discipline packets as needed 7. Truancy/absentee management with students 8. Liaison with teachers regarding discipline procedures 9. Testing proctor as needed 10. Mentors students on behaviors and academics 11. Serves on POP Teams as needed 12. After school duties as needed 13. Parent conferences as needed 14. M³ Mentoring Programs oversight 15. Other duties as assigned.
Laffitte, Rachel	Dean	This individual participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; and provides support for intervention fidelity and documentation. 1. Handles discipline for all grade levels 2. Duty before, during, and after school 3. Works with ISS instructor 4. Lunch duty daily 5. Works with volunteers/paperwork 6. Prepares discipline packets as needed 7. Truancy/absentee management with students 8. Liaison with teachers regarding discipline procedures 9. Testing proctor as needed 10. Mentors students on behaviors and academics 11. Serves on POP Teams as needed 12. After school duties as needed 13. Parent conferences as needed 14. M³ Mentoring Programs oversight 15. Other duties as assigned.
Weaver, Gray	Parent Engagement Liaison	1. Assist in the development of Title I Parent/Community/Student Engagement activities and events. 2. Plan, organize, and oversee after hours parent/community/student engagement activities and events. 3. Organize stakeholders and community resources to be involved with parent/community/student engagement activities and events. 4. Advertise, promote, and communicate information regarding parent/community/student engagement activities and events through local media, social media platforms, and school/district websites. 5. Identifies, analyzes, and proposes solutions for problems encountered in the parent/community/student engagement activities and events. 6. Establishes and maintains cooperative relations with students, faculty, staff, parents, and stakeholders. 7. Assist principal in development and maintenance of Title I Budget, especially with regard to parent/community/student engagement activities. 8. Coordinate all Title I documentation. 9. Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations with regard to Title I.

Name	Position Title	Job Duties and Responsibilities
		10. Insure appropriate budgetary record keeping while working with school bookkeeper. 11. Prepare and submit required reports and maintain appropriate records. 12. Download all Title I documentation into appropriate platform. 13. Prepare for, and oversee, audits for Title I compliance. 14. Work directly with school principal and as a liaison for Title I planning, oversight, and compliance with the Director of Federal Programs. 15. Serves as liaison between parents and the school with regard to early interventions with truancy. 16. Participates in activities for continued professional growth. 17. Attends trainings for Title I compliance and oversight. 18. Attends and participates in staff meetings. 19. Provides own method of transportation to various locations when required. 20. Assists in the interpretation and implementation of applicable district, state and federal policies, laws, and regulations to staff, agencies and school sites. 21. Performs other related duties/tasks as required by school site supervisor.

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.

The MHS SIP was developed with collaboration from multiple stakeholders. During pre-planning (on August 7, 2023), teachers and staff are invited to a meeting to offer input and share insight in development of the SIP. Teachers from core subjects, especially those in tested areas, are asked for ideas, strategies, and other input necessary to help create the 2023-24 MHS SIP. The School Advisory Council was also invited to attend the School Improvement Planning meeting on August 7th. The meeting was be held at 1:00 PM in the MHS media center. The following SAC members were able to attend: Tim Short and Clare Colon.

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 including 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 o 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.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	55%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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*	45	55	50	46	58	51	42		
ELA Learning Gains				50			42		
ELA Lowest 25th Percentile				34			34		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Achievement*	38	49	38	41	41	38	43		
Math Learning Gains				48			37		
Math Lowest 25th Percentile				44			29		
Science Achievement*	67	76	64	51	57	40	66		
Social Studies Achievement*	64	73	66	68	49	48	71		
Middle School Acceleration					40	44			
Graduation Rate	91	91	89	89	69	61	95		
College and Career Acceleration	62	66	65	62	74	67	58		
ELP Progress		57	45						

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)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	533

2021-22 ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	89

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	34	Yes	2	
ELL	10	Yes	1	1
AMI				
ASN	90			
BLK	45			
HSP	65			
MUL	56			
PAC				
WHT	63			
FRL	53			

2021-22 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	35	Yes	1	
ELL				
AMI				
ASN	76			
BLK	39	Yes	1	
HSP	54			
MUL	54			
PAC				
WHT	55			

2021-22 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%
FRL	48			

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												
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
All Students	45			38			67	64		91	62	
SWD	18			16			32	27		27	6	
ELL				10							1	
AMI												
ASN								90			1	
BLK	32			14			48	33		47	6	
HSP	53			47			69	62		68	6	
MUL	35			35			64	65		51	6	
PAC												
WHT	47			41			69	67		65	6	
FRL	37			31			61	52		51	6	

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	46	50	34	41	48	44	51	68		89	62	
SWD	12	32	23	22	41	41	20	47		86	22	
ELL												
AMI												
ASN	80	71										
BLK	24	37	33	20	40	44	20	49		90	30	
HSP	47	59	56	38	42		58	66		70	50	
MUL	49	53	32	40	43	57	47	68		86	65	
PAC												

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
WHT	48	50	33	44	50	42	53	70		90	68	
FRL	37	46	36	34	43	45	43	58		84	52	

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	42	42	34	43	37	29	66	71		95	58	
SWD	17	31	31	32	30	23	56	47		91	35	
ELL												
AMI												
ASN												
BLK	21	34	32	10	24	29	26	53		95	44	
HSP	44	48	58	51	32		59	75		100	38	
MUL	36	31	20	32	32	6	60	62		97	69	
PAC												
WHT	45	44	34	48	39	33	72	76		94	61	
FRL	33	38	30	37	36	34	54	62		93	48	

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	51%	55%	-4%	50%	1%
09	2023 - Spring	46%	55%	-9%	48%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	58%	-25%	50%	-17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	55%	-8%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	73%	-6%	63%	4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	70%	-2%	63%	5%

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.

Algebra I again was the component with the lowest area of proficiency at 32%. Math has traditionally been an area of struggle at MHS. This is due to all level 3,4,5 students taking algebra at the feeder pattern middle schools, which leaves only level 1 and Level 2 students taking algebra once they reach high school. Another contributing factor was the turnover in the math department, specifically in Algebra I, Algebra IA, and Algebra IB classes. Each of the Algebra IA and Algebra IB classes had three different teachers throughout the year. This was based on teachers moving to other schools as an administrator, moving to jobs in the private sector, or having to make a military move. This lack of consistency within the department created huge issues with many tested students having periods of substitutes, getting acclimated to new teachers, adapting to new teaching styles, and having inexperienced teachers.

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

Geometry was the only tested area at MHS in 2022-23 that showed a decline dropping 4 points to 47%. Again, a contributing factor, there was also turnover within the department as two veteran geometry teachers left during the school year. While one of the replacement hires had experience in geometry, the

other had never taught the subject before. The lack of geometry teaching experience surely had an impact on results.

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.

Algebra I scores (32%) represent the area with the greatest gap when compared to the state average (50%). Contributing factors include all level III, IV, and V students take algebra I in middle school. Thus, MHS on receives students who were past level I and level 2 actually take algebra on our campus (unless they have moved in from out of state). Also, MHS had lots of turnover in the math department throughout the 2022-23 school year resulting in each of the Algebra IA and Algebra IB classes having three different teachers during the course of the year. Turnover was due to teachers moving to other schools as an administrator, moving to jobs in the private sector, and/or having to make a military move. This lack of consistency within the department created huge issues with many tested students having periods of substitutes, getting acclimated to new teachers, adapting to new teaching styles, and having inexperienced teachers once the positions were filled.

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

Biology was definitely an area of improvement showing an increase of 16%. This is due to having experienced teachers for the full year. (The previous year had three new biology teachers hired during the year with none having any experience, or minimal experience). Also, Tutor.com was implemented and available for use by all students across the campus throughout the school year.

Emphasis on teaching strategies in PD trainings of new Evaluation instrument and through PLC meetings focused on the instrument and teacher growth. These trainings/strategies were incorporated to drive rigor and high expectations within the classroom. Also, collegial planning/collaboration was emphasized with Biology teachers to improve planning, pacing, and sharing of instructional strategies.

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

Not applicable as EWS is for grades 1-8.

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

1. Improve overall graduation rates back to pre-COVID levels (96+%).
2. Improve math scores in both Algebra I (lowest area) to 36% and Geometry (dropped 4% last year) to 52%.
3. Improve both subgroups (Black and SWD) identified by ESSA standards back up to a minimum of 41%

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

#1. 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.

Based on testing results from 2022-23, the two ESSA subgroups that are below 41% threshold are SWD (35%) and Black (39%) subgroups. Particularly low scores in Math, specifically Algebra, were noted for each subgroup.

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

MHS is setting a goal to increase Algebra scores by 5 percentage points within each subgroup for FAST Algebra. This would move SWD from 22% up to 27% in 2023-24 and black students from 20% up to 25% in 2023-24. While not reaching the threshold of 41%, these increases would represent a significant gain within each subgroup and move their overall progress toward the 41% threshold.

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

Algebra scores for SWD and black students will be monitored from Progress Monitoring I test to Progress Monitoring II test. After each testing cycle, the administrators will monitor students' progress for these two subgroups. We will also have teachers dig into their data and especially note the progress of these subgroups in the attempt to address how to better serve their needs.

Person responsible for monitoring outcome:

Tim Short (shortt@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.)

Students from these subgroups will be involved in double-blocked math (geometry) classes where the second part of the class (Foundations of Geometry) will focus on intensive algebra remediation and utilize small group and/or pull-out instruction. MHS will also have the most struggling students, including these identified by ESSA subgroups, take Algebra IA during their freshman year. They will follow this up next year by taking Algebra I in hopes that a year of intensive algebra standards will increase basic, core knowledge in the subject. These students will then take Algebra I NEXT year in hopes of having a better opportunity to pass the state-mandate exam needed for graduation. We will also use district-purchased programs for algebra remediation when presented the opportunity.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The students in these subgroups are in need of intensive interventions. Small groups and new algebra programs will offer new opportunities to improve scores with the SWD and black students through small group/individual instruction (Hattie-.52) math interventionist from Title I monies. Classroom discussions (via student-led groups) are identified by Hattie as a high-yield strategy (.82) that will further drive instruction in classroom.

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.

Hire Title I Mathematics interventionist again for 2023-24 to help with small group/individual instruction. Establish schedule to work with the struggling algebra and geometry students.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: Title I Mathematics interventionist hired at beginning on 2023-24 school year. Schedule for pull-outs will be developed within the first two weeks of the school year.

Title I Mathematics interventionist will be utilized to work with individuals/small groups in Algebra I and Geometry to help remediation efforts with those struggling in these subjects. She will also have a focus on seniors who have not yet attaining their equivalency score for mathematics. These students will include many from the two subgroups that has fallen short of ESSA thresholds. The principal will monitor these individual/small group remediation efforts throughout the year.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: Math interventionist will begin individual/small group sessions on, or about, the 10th day of school after using data to establish the individuals in need of intensive support.

Additionally, PLC meetings will be utilized to better educate teachers on the effective use of small student-led groups within the classroom setting by utilizing strategies consistent with Marzano-based research. Walkthrough data will show the frequency of teachers utilizing small student-led groups in classrooms with the data showing 75% of teachers using this strategy by the mid-term and 100% of teachers are using it by the end of the year in hopes of improving the math, specifically algebra, scores on FAST testing.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: PLC meetings will run August 30-March 28. Meetings will focus on providing teachers the opportunity to grow in their methodology in utilizing student-led groups within classrooms to improve instructional relevancy.

Increased opportunities for students to recover credits and/or raise GPAs through the use of Edgenuity Labs. The Edgenuity Lab will open after school hours from 3:30-4:30 each Monday through Thursday during the first semester and will be manned by a paraprofessional.

These after-school tutoring activities are established to provide additional opportunities for students to have the opportunity to recover credits from classes in which they have failed and to provide an opportunity to raise GPAs to a minimum of 2.0 needed for graduation.

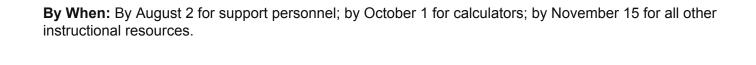**Person Responsible:** Tim Short (shortt@santarosa.k12.fl.us)

By When: Begins on August 28 and is open every Monday - Thursday through December 7.

Hire additional support personnel and provide supplemental resources to help struggling students.

Purchase 250 Casio fx-260 solar calculators for at-risk math students (consumable). These calculators would be distributed to students in Intensive Algebra IA and double-blocked geometry classes to utilize. Students would be trained in class on use and parents would have the opportunity to be trained on use during the first parent engagement night (on or about Oct. 3, 2023).

Additionally, Through Title I funding, MHS will purchase ACT/SAT Prep workbooks, Gateway Civics workbooks, calculators for intensive mathematics, and hire a Math Interventionist, Parent Engagement Liaison (including 75 hours each moth during the summer), At-risk interventionist paraprofessional, and freshman academic interventionist (for 1/6 day).

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: By August 2 for support personnel; by October 1 for calculators; by November 15 for all other instructional resources.

#2. Graduation specifically relating to Graduation

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.

Graduation rates at MHS have fallen in recent years with mathematics scores playing a role in the drop. There will be a focus on raising Algebra scores since they are the lowest of any tested area at 32%. Also, since Geometry had a drop of 4%, this will be an area of focus. All ESSA subgroups below 41% (Black & SWD) will be an area of focus.

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

The goal for Milton High is to raise algebra scores by a minimum of 5 points. We are looking to move our Algebra PM III test data up to at least 37% for the 2023-24 school year.

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

Milton High School will monitor results from PM1 to PM2 to focus on specifically on areas of need for our algebra teachers. Milton High School will also utilize our math interventionist to have routine data chats to maintain focus on areas of need in algebra throughout the school year.

Person responsible for monitoring outcome:

Tim Short (shortt@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.)

Due to a very low proficiency rate in Algebra (32%), there is a need to provide more supports for tutoring opportunities, as well as individual/small group intensive pull-out sessions, for struggling math students. There are also two ESSA subgroups that need immediate attention: Black/African American and Students with Disabilities that fall below the 41% threshold that can benefit from these tutoring opportunities. In addition to the pull-out sessions, effective grouping activities (student-led groups) within classrooms will be emphasized to attempt to provide additional supports in order to drive and guide classroom discussions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Rationale includes the time spent improving classroom discussions through grouping activities will serve students in the creation and implementation of lessons that would best serve the specific needs of students in the standards and/or strands in which that are the weakest and need the most support.

Classroom discussions (via student-led groups) are identified by Hattie as a high-yield strategy (.82) that will further drive instruction in classroom. Also, peer tutoring (Hattie-.52) through these groupings is another benefit that will serve students. Finally, small group learning shows a size effect of .42 which should serve to benefit the two ESSA subgroups.

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.

PLC meetings will be utilized to better educate teachers on the effective use of small student-led groups within the classroom setting.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: PLC meetings focusing on student-led groups will begin on August 30, 2023, and be completed by the end of the third nine-weeks (March 28, 2024).

Student- led small-group instruction will be better incorporated across the campus in all subject areas. Improved implementations and utilizations of small student-led groups will improve educational outcomes and help students move towards meeting their graduation requirements.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: PLC meetings focusing on student-led groups will be completed by the end of the third nine-weeks (mid-March).

Title I Mathematics interventionist will be utilized to work with individuals/small groups in Algebra I and Geometry to help remediation efforts with those struggling in these subjects. She will also have a focus on seniors who have not yet attaining their equivalency score for mathematics. Also, the Literacy Coach assigned to MHS will be actively involved with 5 new ELA teachers who were hired during the summer. She will work closely with them to help grow their instructional practices, offer support and mentoring as needed, and to model instructional methodologies for these new staff members.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: Title I Mathematics interventionist hired. Schedule for pull-outs will be developed within the first two weeks of school year. Literacy Coach has already begun working with new ELA teachers.

Increased opportunities for students to recover credits and/or raise GPAs through the use of Edgenuity Labs. The Edgenuity Lab will open after school hours from 3:30-4:30 each Monday through Thursday during the first semester and will be manned by a paraprofessional.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: Will open daily Mon-Thurs beginning on August 28 through December 7.

Hire additional support personnel and provide supplemental resources to help struggling students.

Purchase 250 Casio fx-260 solar calculators for at-risk math students (consumable). These calculators would be distributed to students in Intensive Algebra IA and double-blocked geometry classes to utilize. Students would be trained in class on use and parents would have the opportunity to be trained on use during the first parent engagement night (on or about Oct. 3, 2023).

Additionally, Through Title I funding, MHS will purchase ACT/SAT Prep workbooks, Gateway Civics workbooks, calculators for intensive mathematics, instructional technology (iPads and/or COWS) and hire a Math Interventionist, Parent Engagement Liaison (including 75 hours each moth during the summer), At-risk interventionist paraprofessional, and freshman academic interventionist (for 1/6 day).

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: By August 2 for support personnel; by October 1 for calculators; by November 15 for all other instructional resources.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

2022-23 EOY surveys revealed that many teachers feel disconnected and do not know many of their peers due to only having a common plan, the disjointed layout of the campus, department being together in particular hallways rather than spread out randomly across campus, and the turnover rate of staff in recent years. This increase positive culture would permeate the campus to better enable teachers to collaborate across the curriculum, build strong relationships with teachers and students, and grow collective teacher efficacy. When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective.

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

Teacher retention rates will be improved over the course of the course of the year. This will be reviewed at the end of the year through teacher retention numbers and rehires, along with information from Human Resources. Also, collective teacher efficacy would be grown as Hattie has it with an effect size of 1.57.

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

All admins will actively participate in this activity at each meeting, and EOY surveys for 2023-24 should show an increase in this area. Retention rates will also be monitored for all faculty/staff at MHS. We will also utilize Human Resources Department to help track teacher retention. Also, teacher participation in PLC meetings will be monitored and tracked; cross curricular collaboration among teachers will be noted; teacher observation scores will be closely monitored, and overall student achievement scores would be studied monitored for improvement from the pervious year.

Person responsible for monitoring outcome:

Tim Short (shortt@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.)

Teachers will spend designated time in faculty meetings getting to know their co-workers. This will be done deliberately as teachers will be given randomly assigned seats for each meeting. Each faculty meeting will begin with a period where each staff member will introduce themselves and share out about their experiences as an educator and some of their personal life. This will help staff members to get to know their co-workers on both a professional and personal level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers want to know who they are working with. Their colleagues share the same vision and goals, and they need to be better connected. When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective.

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 4 - Demonstrates a Rationale

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/staff will be randomly seated and then will be given time to meet and greet co-workers in the attempt to get to know them personally and professionally. While being better connected as a group, it will help improve collective teacher efficacy. When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: Will occur during each faculty meeting, beginning with pre-plan meetings.

#4. Instructional Practice specifically relating to Small Group Instruction

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.

Milton High school will provide a PLC structure that will focus on small student-led groups/academic teaming along with teachers' use of rubrics and scales. These are both areas in which many teachers can improve their instructional craft.

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

The goal is to see 50% of teachers utilizing both small student-led academic teaming along with teachers' use of Rubrics and Scales.by the end of the first semester and this grow to 75% of teachers utilizing these strategies by the end of 4th quarter walkthroughs by administrators.

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

Administrators will be actively involved in the development and implementation of the PLC structure. Additionally, administrators will play a role as active participants in these PLC meetings. Walkthroughs will show increased use of small student-led groups within classrooms along with teachers' improved use of rubrics and scales within classrooms. The goal is to see 50% of teachers utilizing both small student-led groups along with teachers' use of Rubrics and Scales.by the end of the first semester and this grow to 75% of teachers utilizing these strategies by the end of 4th quarter walkthroughs.

Person responsible for monitoring outcome:

Tim Short (shortt@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.)

Classroom discussions (via student-led groups) are identified by Hattie as a high-yield strategy (.82) that will further drive instruction in classroom. Teachers improved use of scales and rubrics is identified by Hattie in multiple ways as affecting student outcomes: Learning Goals vs No Goals is .68, Appropriate Goal Setting is .59, Teacher Clarity .75 (LG and scales are Marzano's primary way of providing teacher clarity), Assessment Capable Learners 1.33 (students owning their learning and assessing themselves using a scale or rubric).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The need for improvement in instructional strategies for educators is vital. The use of PLC meetings to grow teachers is an avenue for success as teachers can share experiences and ideas while collaborating on instructional strategies that will enhance their instructional abilities, offer new instructional practices to grow their repertoire, and improve students' ability to learn.

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.

Design PLC meetings to focus on small student-led groups/academic teaming along with teachers' use of rubrics and scales. These PLC meetings will occur monthly and will be driven by teacher participation. Also, a book study will be offered for those interested using the book "The Power of Student Teams" by Michael D. Toth and David A. Sousa.

Person Responsible: Tim Short (shortt@santarosa.k12.fl.us)

By When: PLC meetings will begin on August 28, 2023, and book study will begin in mid-September.

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).

While we do not currently have school improvement funding allocations, Milton High is fortunate enough to have Title I Funds (approximately $400,000) and another grant to address after-school and weekend academic opportunities (approximately ($38,600), specifically in the areas of Literacy, ELA, Civics, and STEAM. Together these funds will be used as identifies in the Areas of Focus to help the students in the subgroups that fell below the ESSA standards. Support personnel, supplemental academic resources, technology, and tutoring opportunities will be provided in various manners throughout the year to address deficiencies and increase academic successes with these identified subgroups.

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.

Dissemination of the SIP to stakeholders will be through a variety of avenues. The MHS SIP will be posted online on the MHS website. Notice of its posting will be sent out via phone and email communication. A link to the MHS SIP will also be posted on all MHS social media outlets to direct stakeholder where they may access the document. Hard copies will be available in the front office for parent/guardian pickup or perusal. Updates and access to the MHS SIP will also be discussed at all Title I Parent Engagement activities, as well as all MHS School Advisory Council (SAC) meetings.

MHS Webpage: https://mhs.santarosaschools.org/en-US

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))

Milton High School has a long history of support within the Milton community. Over the past 100 years, MHS has fostered a family attitude and sought the support of ALL stakeholders in helping the school work towards its mission statement and goals. There is a robust communication system in place through the callout system (now ClassTag) that is used to community with parents and guardians. The use of social media sites (specifically Facebook) broadens the potential for communication to those who do not have children attending the school. There is an open invitation to community stakeholders to be involved in the goings-on at MHS. Title I Parent Engagement Nights also create opportunities for a variety of stakeholders to be involved in a variety of aspects with the school.

MHS Webpage: https://mhs.santarosaschools.org/en-US

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)

MHS will always focus on teaching the standards from the FLDOE state-adopted curriculum. The basic courses will also be supplemented with a variety of AP and CTE offerings that align directly with the needs of the students and community. A variety of academic opportunities are made available for all levels of students, as well as a diverse ESE population. Curriculum opportunities are re-evaluated annually to ensure they are the best fit for the student population at MHS. Administrators will work closely with both district level leaders and current school-based instructors to make sure that pertinent information is disseminated with regard to curricula. PD opportunities are provided at the district level and through the school site to help improve teacher pedagogy and instructional practices.

Also, multiple tutoring opportunities will be made available to all students with after-school tutoring in math and ELA, weekend workshops focusing on SAT/ACT review in math, ELA, reading, science, and social studies. Weekend Civics Workshops will be provided during a weekend each semester in hopes of preparing students for the upcoming Civics exam. Transportation will also be provided after some tutoring sessions in order to not limit those that can be in attendance.

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))

Title I funds are used to supplement instructional needs, especially for struggling students. Resources are purchased to enhance learning opportunities. The resources included personnel (Title I math interventionist, paraprofessional utilized for credit recovery for students with IEPs/504 plans and Academic Intervention Specials for freshmen), instructional technology, instructional resources, and parent engagement opportunities. Through the SRCSD, Milton High partners with Locklin Technical to provide numerous CTE course opportunities both while students are in high school and also post-graduation.

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))

Milton High School will provide quality and age appropriate mental health education through Suite 360. Florida Statute 1003.42 requires K-12 instruction for Substance Use and Abuse Prevention and Child Trafficking Prevention Education. Section 1003.42 (2)(n)(2) requires a lesson for students in grades 7 - 12 on teen dating violence and abuse. Florida State Board of Education Rule 6A-1.094124 requires school districts to provide 5 hours of data-driven instruction on civic and character education and life skills education through resiliency education using the education standards. These mandatory state requirements will be implemented through our weekly Mentoring Program at MHS. This will be our 2nd year utilizing our Mentoring Program at MHS to build strong relationships to serve our diverse population. All lessons will be completed online through a school wide plan utilizing Suite 360, developed by Navigate 360. These lessons are all designed to enlighten and strengthen each students skill set outside of core academic areas. MHS will also provide specialized mental health services through 2 CDAC counselors and our T.I.C.(Trauma Informed counselor). During the 22-23 school year over 300 students needed services through our CDAC and T.I.C. counselors. MHS strives to teach all students the importance of volunteering, teamwork, kindness, inclusion, and many other attributes, through numerous extra-curricular sports, clubs, and student led organizations. Our goal at MHS is to graduate each student and equip them with the tools to become a productive citizen in society.

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))

CTE opportunities abound at Milton High School. There are many robust CTE Academies at MHS including Accounting & Finance, Advanced Manufacturing, Agritechnology, Aviation, Business & Entrepreneurship, Culinary Arts, Digital Multimedia, DCT/OJT Pathways, Ducks Unlimited Pathway, Gaming & Simulation, Teaching, and Television Production. Teachers for these CTE subjects advertise and recruit students throughout the year by word of mouth, postings around campus, school media services, via MHS social media, at STEAM Night, and on the school webpages. They are also involved in numerous hands-on activities which make these CTE classes appealing.

Postsecondary credit can be earned through students participating in Advanced Placement (AP) and/or Dual Enrollment (DE) coursework. An articulation agreement with Pensacola State College allows students to take college classes both on the campus of PSC and, on a more limited basis, on the MHS campus. AP classes are offered in a multitude of subjects and students attaining a passing score on the AP exams may be awarded credit at participating colleges and universities, based on the college/ university requirements.

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).

Milton High School has a school wide behavior plan with Tier 1, Tier II, and Tier III interventions. Our initial implementation occurs with students being read school wide and classroom behavior plans on the 1st day of school by their teachers. Our goal is for every student to understand basic behavior expectations from day 1 of the school year. Also within the 1st week of school we will set aside a day to cover Santa Rosa County School District's Code of Conduct and test each student individually. This is our Tier I intervention for all students enrolled at Milton High School. Tier II interventions are implemented with students who need additional guidelines to help them succeed. Some of those guidelines are Behavior Contracts, CDAC Referrals, FAST Pass, and Behavior Monitoring Plans. Tier III

interventions at Milton High School consist of Parental Conferences, Behavior Contracts, and daily contact to help the student succeed. Milton High School takes great pride in helping all of our students find success on our campus. Following the the guidelines established by the Individuals with Disabilities Education Act, Milton High School provides Individualized Education Plans for over 700 students. The ESE Department, ESE District Liaison, and MHS Faculty work extremely hard to meet all required accommodations or modifications determined under the IDEA or ESSA Act.

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))

PD is developed through the implementation of PLC meetings in the attempt to help teachers improve instruction. There is a structure to these regularly scheduled PLC meetings which is disseminated to all instructional staff during pre-planning. The PLC meetings are designed to allow teachers collaborative opportunities both within their own departments, as well as cross-curricular. Within the departments, opportunities to explore data are provided, especially after Progress Monitoring (PM) I and PM II. Teachers will look at their own data, and then compare data with other teachers within the same subject. This is an attempt to identify strengths and weaknesses of past instruction, discuss effective strategies utilized by teachers, provide insight on upcoming instructional needs, and provide opportunities for teacher collaboration in development of upcoming lessons. Also, Title I funds will be utilized to provide substitute teachers each semester to create an opportunity for 9th grade ELA, 10th grade ELA, Algebra I, and Geometry teachers to spemd time looking at PM data and collaborating to improve instruction.

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))

N/A