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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tim Short

Position Title

Principal

Job Duties and Responsibilities

Tim Short

Principal Responsibilities 2024-25

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, C. Smith, D. Simmons, C James 1/6)
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/ Marsh & Leddy)
26. Athletic Oversight Meetings (with Rowell/Blake)
27. Athletic Volunteers Alignment
28. Accreditation process (when applicable)
29. Library Media Reconsideration process w/Schlenker
30. Literacy updates (w/Mandy King)
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. Management of PLC process/meetings
36. In-service/Early release days
37. Interviews & hiring within IP groups
38. Marzano/Evaluation rubric training
39. Mentor Teachers (TIP)
40. POP program/SPPP program/SRCSD Alt Cert Mentor Program (w/ 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 (Science, Literacy, CTE, Title I, Media, Admin) and non-instructional staff
- 48. Other duties as needed

Leadership Team Member #2

Employee's Name

Amanda Leddy

Position Title

Assistant Principal

Job Duties and Responsibilities

Amanda Leddy

Guidance Responsibilities 2024-25

1. Guidance Issues
2. Master Schedule
3. Registration process w/Curriculum guide updates
4. Testing: FSA/EOC/Make-Ups/FAST/CLT/PLAN/FSAA/PSAT/Advanced Placement/Local Assessments
5. Coordinate with Guidance Testing Assistant
6. PM Testing/Schedules
7. PM feedback/meetings/trainings
8. ELA Data Chats w/PM 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/ Melissa Sablan
22. Comp Time Log: Non-instructional
23. Pre-Arranged College Visits

24. 504 Plan Compliance
25. Academic celebrations (“A” Honor Roll recognitions)
26. Student Teachers/Practicum Students
27. Cheerleaders
28. Textbook orders
29. VISA rebate monies
30. Summer Schedule pickups
31. Teacher of the Year process and selection
32. Teacher Appreciation Week
33. Parent meetings: Senior financial aid, advanced academic, ninth grade registration
34. Academic referrals/contracts
35. Sunshine State Scholars selection
36. A Team
37. Academic Letters
38. Review all email from Carlisle Griffin
39. Coordinate with AP Coordinator for Oversight/Management of course approval, syllabi, etc.
40. Health Tech
41. Federal Grants (if applicable)
42. Interviews & hiring within IP groups
43. At-Risk graduates
44. PLC groups
45. Oversee and manage guidance department & secretaries & data entry & testing coordinator
46. IP of selected instructional (ELA, Fine Arts, Guidance) and assigned non-instructional staff
47. Other duties as needed

Leadership Team Member #3

Employee's Name

Chafan Marsh

Position Title

Assistant Principal

Job Duties and Responsibilities

Chafan Marsh

Student Services Responsibilities 2024-25

1. Discipline Issues
2. Truancy Issues, Truancy Meetings & Truancy Court
3. Attendance Issues, Procedures & Records

4. Student Activities (Assemblies, Pep Rally, Clubs/Organizations, Fundraisers)
5. Homecoming logistics
6. Transportation (Bus riders/discipline: George Blake)
7. SGA
8. Student Elections
9. Intervention Initiatives
10. PBIS
11. MTSS
12. PMPs /BMPs /TMPs
13. Math Data Chats w/PM Testing
14. School Improvement Process/SIP (w/Short)
15. Student of the Month Recognitions/Celebrations
16. CDAC and Trauma Informed Counselor
17. MFLC counselor
18. Threat Assessment Team (Chair)
19. IST Team (w/ Marinda McRae)
20. Pre-Arranged absences/Attendance waivers
21. Agenda Planners
22. Handbook Education/CoC Exams (w/ Deans)
23. Teacher Handbook updates
24. Parking
25. Duty Rosters (AM/PM)
26. Textbook inventory (W/ Cheryl Retherford)
27. Literature Distribution requests
28. Review all email from Warren Stevens
29. School Resource officer (Deputy Hyler)
30. School sign (w/ Cray Weaver)
31. Security cameras w/Deans & SRO
32. SREY selection/process
33. Volunteerism (w/ Rachel Laffitte, Derek Freeman & George Blake)
34. School Lunch Forms (w/ Rachel Laffitte)
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. Interviews & hiring within IP groups
41. Virtual Graduation* (if necessary)

- 42. At-Risk graduates
- 43. PLC groups
- 44. Oversee and manage deans, SRO, secretary & attendance personnel
- 45. IP of selected instructional (Math, Social Studies, Deans) and assigned non-instructional staff
- 46. Other duties as needed

Leadership Team Member #4

Employee's Name

Chad Rowell

Position Title

Assistant Principal

Job Duties and Responsibilities

Chad Rowell

Buildings & Grounds Responsibilities 2024-25

- 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)
30. Construction issues
31. Lunch Duty plan
32. ESE Liaison
33. PLC meetings/planning for 2024-25
34. Technology: COW locations & security, remote technology, technology maintenance
35. Review all email from J Harrell, R Laing, R Grimes, and D Hahn
36. Coordinate work through ISS/NJROTC
37. Rookie of the Year selection/process
38. Faculty/staff celebrations (cookouts)
39. Summer school facilities/Payroll/Community School/Athletics
40. Interviews & hiring within IP groups
41. At-Risk graduates
42. PLC groups
43. Oversee and manage groundskeeper Rueben
44. Oversee and manage AD & AD secretary & TA for Technology
45. IP of selected instructional (ESE, ROTC, PE, AD) and assigned non-instructional staff
46. Other duties as needed

Leadership Team Member #5

Employee's Name

Rachel Laffitte

Position Title

Dean of Students

Job Duties and Responsibilities

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. Threat assessment Team Chair
8. Truancy/absentee management with students
9. Liaison with teachers regarding discipline procedures
10. Testing proctor as needed
11. Mentors students on behaviors and academics
12. Serves on POP Teams as needed
13. After school duties as needed
14. Parent conferences as needed
15. Support M³ Mentoring Program
16. Works with volunteer approvals
17. Other duties as assigned.

Leadership Team Member #6

Employee's Name

Derek Freeman

Position Title

Dean of Students

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Gray Weaver

Position Title

Parent Engagement Liaison

Job Duties and Responsibilities

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.
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.

Leadership Team Member #8

Employee's Name

Brooke Steele

Position Title

Literacy Coach

Job Duties and Responsibilities

Follow policy/protocol and directives from SRCSD Literacy Department.

Serve the students at MH Sas Literacy Coach.

Work directly with MHS administrative team, specifically Principal Tim Short.

Meet periodically with Principal to discuss literacy data and needs and to offer input on how to best serve these specific needs.

Work closely with ELA and Literacy teachers at MHS offering support to both departments.

Work with PMPs within the ELA department.

Meet weekly in admin team meetings each Monday.

Other duties and responsibilities as needed.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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, 2024 at 1PM, 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 2024-25 MHS SIP. The School Advisory Council was also invited to attend the School Improvement Planning meeting on August 7th at 1PM. The meeting was held at 1:00 PM in the MHS media center.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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 to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	28.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	56.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) PACIFIC ISLANDER STUDENTS (PAC) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	118	119	125	161	523
One or more suspensions	105	93	66	71	335
Course failure in English Language Arts (ELA)	29	51	31	4	115
Course failure in Math	35	40	20	4	99
Level 1 on statewide ELA assessment	130	134	100	63	427
Level 1 on statewide Algebra assessment	115	81	56	59	311

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	111	116	91	90	408

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	2	0	0	0	2
Students retained two or more times	5	1	1	13	20

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	63	55	45	55	50	46	58	51
ELA Grade 3 Achievement **									
ELA Learning Gains	52	58	57				50		
ELA Learning Gains Lowest 25%	51	55	55				34		
Math Achievement *	48	59	45	38	49	38	41	41	38
Math Learning Gains	48	47	47				48		
Math Learning Gains Lowest 25%	47	42	49				44		
Science Achievement *	67	78	68	67	76	64	51	57	40
Social Studies Achievement *	70	79	71	64	73	66	68	49	48
Graduation Rate	93	92	90	91	91	89	89	69	61
Middle School Acceleration								40	44
College and Career Readiness	69	70	67	62	66	65	62	74	67
ELP Progress	48	49	49	10	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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	595
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	61%	53%	52%		61%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	3	
Black/African American Students	46%	No		
Hispanic Students	67%	No		
Multiracial Students	53%	No		
Pacific Islander Students	90%	No		
White Students	61%	No		
Economically Disadvantaged Students	55%	No		

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%
Students With Disabilities	34%	Yes	2	

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%
Disabilities				
English Language Learners	10%	Yes	1	1
Asian Students	90%	No		
Black/African American Students	45%	No		
Hispanic Students	65%	No		
Multiracial Students	56%	No		
White Students	63%	No		
Economically Disadvantaged Students	53%	No		

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%
Students With	35%	Yes	1	

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%
Disabilities				
English Language Learners				
Native American Students				
Asian Students	76%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	54%	No		
Multiracial Students	54%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	48%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		52%	51%	48%	48%	47%	67%	70%		93%	69%	
Students With Disabilities	17%		40%	41%	19%	34%	35%	39%	34%		92%	47%	
Black/African American Students	32%		46%	52%	21%	32%	47%	36%	49%		95%	47%	
Hispanic Students	59%		62%	69%	55%	58%		62%	73%		89%	76%	
Multiracial Students	41%		51%	41%	48%	43%	27%	65%	69%		93%	55%	
Pacific Islander Students	90%		90%										
White Students	52%		52%	50%	50%	48%	50%	71%	72%		92%	72%	
Economically Disadvantaged Students	42%		48%	49%	40%	44%	51%	60%	61%		91%	63%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	10%
Students With Disabilities	18%				16%			32%	27%		86%	27%	
English Language Learners					10%								
Asian Students									90%				
Black/African American Students	32%				14%			48%	33%		94%	47%	
Hispanic Students	53%				47%			69%	62%		89%	68%	
Multiracial Students	35%				35%			64%	65%		88%	51%	
White Students	47%				41%			69%	67%		91%	65%	
Economically Disadvantaged Students	37%				31%			61%	52%		86%	51%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	
Students With Disabilities	12%		32%	23%	22%	41%	41%	20%	47%		86%	22%	
English Language Learners													
Native American Students													
Asian Students	80%		71%										
Black/African American Students	24%		37%	33%	20%	40%	44%	20%	49%		90%	30%	
Hispanic Students	47%		59%	56%	38%	42%		58%	66%		70%	50%	
Multiracial Students	49%		53%	32%	40%	43%	57%	47%	68%		86%	65%	
Pacific Islander Students													
White Students	48%		50%	33%	44%	50%	42%	53%	70%		90%	68%	
Economically Disadvantaged Students	37%		46%	36%	34%	43%	45%	43%	58%		84%	52%	

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	52%	62%	-10%	53%	-1%
Ela	9	47%	61%	-14%	53%	-6%
Biology		67%	75%	-8%	67%	0%
Algebra		35%	59%	-24%	50%	-15%
Geometry		47%	59%	-12%	52%	-5%
History		71%	77%	-6%	67%	4%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		14%	17%	-3%	16%	-2%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	20%	-3%	17%	0%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The tested area that showed the most growth was in Mathematics which increased overall by 10% raising the 2023-24 proficiency rates to 48%. This change can partially be attributed to stability within the math department with only one teacher leaving and being replaced during the school year. If the previous year, MHS had turnover of 5 teachers within the math department throughout the year. Also, a change in offering Algebra IA to all level I/II freshmen, followed by a subsequent year of Algebra has contributed to improving baseline knowledge and fundamental algebraic skills. This is coupled with level I/II geometry students having double-blocked geometry and foundations of geometry classes in which they receive daily double the amount of time to focus on geometry concepts and continued review of basic algebra topics. Intensive tutoring was made available after school twice per week through Title I funds.

Lowest Performance

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

Even with an increase of 10% in proficiency rates from 2022-23, mathematics was still the lowest tested area with the lowest area of proficiency rates at 48%. Math has traditionally been an area of struggle at MHS. Specifically, algebra was at 35% which is 24% below the district average and 15% below the state average. 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 Algebra I teachers missed the first nine weeks of school due to maternity leave. These 40+ missed days of instructions invariably created issues with tested students having to increase pacing and rigor once the teacher returned to campus. This proved difficult for some students.

Greatest Decline

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

The only tested area that showed any decline was 10th grade ELA FAST test (52%) which only

dropped by one percentage point. This drop was nominal and actually showed a 6% improvement over what this same cohort group scored on the 9th FAST ELA exam during the previous 2022-23 test year (at 46%). We feel that there are no contributing factors as the test score was very consistent with the score from the previous 10th grade FAST ELA score (53%) in 2022-23.

Greatest Gap

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

According to data downloaded on the SIP template, the greatest gap is in algebra as it was at 35% proficiency which is 24% below the district average and 15% below the state average.

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 Algebra I teachers missed the first nine weeks of school due to maternity leave. These 40+ missed days of instructions invariably created issues with tested students having to increase pacing and rigor once the teacher returned to campus. This proved difficult for some students.

EWS Areas of Concern

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

Attendance will be a true area of focus for the upcoming year. MHS had an attendance rate of just over 91%. This means each students missed an average of 16.5 school days for reasons that were non-school related. When couple with all of the school-related absences (due to testing, field trips, sorts, extracurricular activities, etc.) each student was missing from class on an average of 25 days.

Highest Priorities

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

1. Improve attendance rates for all students up from 91% in 2023-24..
2. Improve SWD subgroup identified by ESSA standards up to a minimum of 41% (improved in 2023-24 to the current rate of 40%).
3. Continue to improve math scores, specifically algebra, to close the gap with state proficiency levels.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on testing results from 2023-24, the one ESSA subgroups that was below 41% threshold is SWD (40%). Particularly low scores in ELA (19%) contributed to the overall score of 40%..

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MHS is setting a goal to increase ELA scores by 8 percentage points within the SWD subgroup for FAST ELA testing. This would move SWD from 19% up to 27% in 2024-25, in hopes of increasing overall ESSA SWD subgroup score to above 41%. While not reaching the threshold of 41% specifically in ELA, these increases would represent a significant gain within the subgroup and hopefully move the overall progress above the 41% threshold.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA scores for SWD subgroup will be monitored from Progress Monitoring I test to Progress Monitoring II test. After each testing cycle, the administrators will monitor students' progress for the SWD subgroup. We will also have ELA teachers dig into their data and especially note the progress of these subgroups in the attempt to address how to better serve their needs. There will be a collegial planning meeting with 9th/10th grade ELA teachers and the Literacy coach after both PM I/ PM II to address scores and to specifically plan activities/strategies to target ELA scores for SWD.

Person responsible for monitoring outcome

Tim Short / Brooke Steele

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Many students from the SWD subgroups will be involved in the Raise the Bar (RTB) reading program. Essentially, this is a double-blocked intensive ELA program where they attend ELA classes and then also are involved in Intensive Reading classes that are used for front end loading of ELA content for a couple of days each week. The remaining three days will be utilized for reading strategies. Front end loading of ELA content will be a result of deliberative planning between the ELA teacher and the intensive reading teacher. The ELA instruction in the Intensive Reading classes will be to support the needs of the ELA teacher, introduce basic concepts and/or vocabulary needed for the ELA class, will revolve around ELA standards, and will increase basic, core knowledge in ELA. We will also use district-purchased programs (iLit45) for reading interventions within the intensive reading class. Teachers of the RTB classes will focus on the use of small groups revolving around the use of student-led academic teaching. Collegial planning/collaboration will be provided to 9th/10th ELA teachers by hiring substitute through Title I funds. These sessions will be for teachers to dig into their individual PM testing data and then to collaboratively plan, develop, and implement strategies to help students progress towards proficiency in these tested areas.

Rationale:

The students in this subgroup are in need of intensive interventions. Small groups and new reading intervention programs will offer new opportunities to improve scores with the SWD subgroup through small group/individual instruction (Hattie-.52) reading interventionist. 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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Through Title I Parent Engagement Nights, MHS will facilitate a book study of "Unbroken." A copy of the book will be provided to each student in the RTB programs, and the student and parent will be invited to a series of four Parent Engagement Nights to be involved in the book study. The Parent Engagement Nights/Book Study will be facilitated by the MHS Literacy Coach, Brooke Steele, and the SRC Literacy Dept. through Angela Hoomes. The book will also be used in classes for instruction, classroom discussion, vocabulary, etc.

Rationale:

Involving students and parents in the book study will increase opportunities to engage families in literacy events and promote reading for these struggling Level I students. It is also hoped that parental involvement (Hattie .50) will increase.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

The software Mindplay will be introduced and utilized in the intensive reading classes. MindPlay uses pre- and post-testing to assign an individualized learning path for students and allow for practice

opportunities. This ensures that students receive instruction that meets their specific needs; this closes gaps in knowledge and allows students to build on their strengths.

Rationale:

Mindplay will be a program that provides intensive intervention for the most struggling readers. It will help focus on individualized needs of students going all the way back to reading basics, such as phonics instruction (Hattie .70), if needed. The Mindplay software will be purchased through Title I funding. Several of the most struggling readers in intensive reading classes are in the SWD subgroup.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative planning between 9th/10th ELA teachers and Literacy Coach

Person Monitoring:

Tim Short

By When/Frequency:

After each PM I / PM II test

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collegial planning/collaboration will be provided to 9th/10th ELA teachers by hiring substitute through Title I funds. These sessions will be for teachers to dig into their individual PM testing data and then to collaboratively plan, develop, and implement strategies to help students progress towards proficiency in these tested areas

Action Step #2

RTB Program

Person Monitoring:

Tim Short / Brooke Steele

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Many students from the SWD subgroups will be involved in the Raise the Bar (RTB) program. Essentially, this is a double-blocked intensive ELA program where they attend ELA classes and then also are involved in Intensive Reading classes that are used for front end loading of ELA content for a couple of days each week. The remaining three days will be utilized for reading strategies. Front end loading of ELA content will be a result of deliberative planning between the ELA teacher and the intensive reading teacher. The ELA instruction in the Intensive Reading classes will be to support the needs of the ELA teacher, introduce basic concepts and/or vocabulary needed for the ELA class, will revolve around ELA standards, and will increase basic, core knowledge in ELA. We will also use district-purchased programs (iLit45) for reading interventions within the intensive reading class. Teachers of the RTB classes will focus on the use of small groups revolving around the use of student-led academic teaching.

Action Step #3

After hours book study of "Unbroken" with RTB students and their parent(s).

Person Monitoring:
Brooke Steele / Tim Short

By When/Frequency:
4 meetings TBD

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students in the Raise the Bar (RTB) program will be given a copy of the book "Unbroken" and will be invited to participate in an after-school book study with their parents. The purpose is to expose them to reading (Hattie .43) and to promote reading with the entire family at home. There will be 4 book study meetings that will be facilitated by Literacy Coaches Brooke Steele and Angela Hoomes from the district office. Many of these RTB students are also in the SWD subgroup.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Attendance will be a true area of focus for the upcoming year. The attendance rates for students at MHS was only slightly over 91% for the 2023-24 school year. This means each student missed an average of 16.5 school days for reasons that were non-school related. When coupled with all of the school-related absences (due to testing, field trips, sports, extracurricular activities, etc.) each student was missing from class on an average of 25 days. Increased attendance rates will increase daily face-to-face instructional time between students and teachers, therefore resulting in improved scores on state mandated testing.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The attendance rates for students at MHS was only slightly over 91% for the 2023-24 school year. The goal is to attempt to grow the overall attendance rate to a minimum of 93%. for the 2024-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be continually monitored through student services. Truancy meetings will be scheduled as needed and MHS will institute an initiative that aims to increase attendance rates across the student population. Also, attendance rates will be continually monitored throughout the

year, especially quarterly, and in the middle of each nine-weeks.

Person responsible for monitoring outcome

Chafan Marsh

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students' attendance needs to improve. An Early Semester Exam Initiative will be introduced that ties good attendance with grades to allow underclassmen to take their semester exams when seniors complete their exams, thus completing their coursework and allowing them the option to miss the half-days of school that accompany underclassmen semester exams. The hopes are that the student who averages 16 absences per year will cut those in half. Behavioral Intervention programs are identified by Hattie as a high-yield strategy (.62) that will further increase instructional time in classrooms.

Rationale:

Milton High had an attendance rate of 91% in 2023-24 meaning each student missed an average of 16.5 days of class for non-school related reasons. The Early Semester Exam Initiative is an attempt to reduce those numbers to six or fewer absences for students in order to qualify for the early exams. The hopes are that the student who averages 16 absences per year will cut those in half. The goal is that the attendance rates will increase to over 93% for the 2024-25 school year.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Communicate the Early Semester Exam Initiative to students, parents, and stakeholders both identifying the need, the plan/purpose, and the procedure. Teachers will be at the forefront of communicating directly with students. Posters have been made for every classroom and will be posted in the hallways. The Early Semester Exam Initiative will also be communicated via callout system and social media.

Person Monitoring:

Chafan Marsh / Tim Short

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be at the forefront of communicating directly with students. Posters have been made for every classroom and will be posted in the hallways. The Early Semester Exam Initiative will also be

communicated via callout system and social media.

Action Step #2

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Mathematics is the lowest overall area of proficiency at Milton High School, even with an increase to 48% from the previous year's score of 38%. Also, math learning gains is at 48% and math lowest quartile learning gains is at 47%. These are all areas in which we need to improve to positively impact graduation rates. Specifically, algebra was only at 35% proficiency rate and represents the greatest achievement gap between the district proficiency level (59%) and the state proficiency level (50%).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal is to move all three areas; math proficiency, math learning gains, and math lowest quartile learning gains to above 50% for the 2024-25 school year. If this goal is met, then it would represent the first time in over 10 years that all three were at this level during the same year.

In 2023-24, math proficiency was 48%, math learning gains was 48% and math lowest quartile learning gains was at 47%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Proficiency scores will be monitored after each round of PM testing. Data will be evaluated to look at trends, areas of strength, and areas of need in order to best determine how to drive instruction for these students in Algebra and Geometry.

Person responsible for monitoring outcome

Tim Short / Amanda Leddy

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

MHS will also have the most struggling students entering into 9th grade 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 as sophomores in hopes of having a better opportunity to pass the state-mandate exam needed for graduation. This allows for more direct instruction, increased scaffolding (Hattie size-effect of .82), and more deliberate practice (Hattie size effect .79) for students prior to testing. We will also use district-purchased programs (Delta Math) for algebra remediation when presented the opportunity. MHS will use Title I funds to purchase calculators for all incoming algebra IA students to use as a resource for class and for preparation for the FAST Algebra exam. Technology with learning needs students has a size effect of .57 according to Hattie.

Rationale:

Students will have an extra year to improve their foundational algebraic knowledge and skills before actually taking the FSA Algebra exam. It also allows teachers to better scaffold material and offer more deliberate practice.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Identify all incoming level I math students to be placed into Algebra IA as an intervention to help remediate basic algebra skills.

Person Monitoring:

Amanda Leddy

By When/Frequency:

August 12, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students who scored as a level I math student in 8th grade will be placed into an Algebra IA class as an intervention to help remediate basic algebra skills, improve foundational knowledge, and improve students' comfort level and confidence with mathematics.

Action Step #2

Algebra IA teachers will deliberately be remediating basic mathematic concepts and teaching and scaffolding basic algebra skills/concepts in hopes of establishing basic foundational understanding of algebraic concepts.

Person Monitoring:**By When/Frequency:**

Chafan Marsh

5/15/2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through classroom observations and walkthroughs and also be monitoring PM I and PM II data as needed.

IV. Positive Culture and Environment**Area of Focus #1**

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

2023-24 EOY surveys revealed that NUMEROUS teachers are seeking help in improving attendance for students and minimizing classroom disruptions to maximize the use of instructional time. An increase in student attendance and uninterrupted class time would help foster a positive culture that would permeate the campus allowing teachers to increase their face-to-face minutes with students, have fewer interruptions during the school day, and better create a consistent pattern of attendance that would improve instruction and student outcomes, thus improving 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. MHS had a 91% attendance rate for 2023-24 meaning each student missed an average of 16.5 school days for non-school related absences (as well as even more days for school functions such as field trips, testing, extracurricular events, athletic contests, etc.).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal is to increase attendance rates for students, hope by at least 2 percentage points across all grade levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance rates will continually be monitored throughout the school year at a minimum of every 4 weeks. This monthly monitoring will be done by the Student Services office consisting of Mr. Marsh, Mrs. Laffitte, and Mr. Freeman.

Person responsible for monitoring outcome

Chafan Marsh / Rachel Laffitte / Derek Freeman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

MHS will implement a program to promote attendance by allowing students with a combination of solid grades and good attendance to take their semester exams early when seniors complete their exams. This behavior program (Hattie .62) will be used to motivate (Hattie .42) and incentivize improved attendance.

Rationale:

By incentivizing attendance, it is believed that students will improve their overall attendance rate to take their semester exams early.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

MHS will implement monthly attendance/truancy meetings with students and parents in order to improve communication of expectations for attendance. The meetings will also be used to identify problems and try to create solutions to improve attendance. Any student who has missed 5 or more out of the 20 days per month will automatically trigger a parent meeting regarding attendance/truancy. MHS has also developed Student/Parent Compacts that outline expectations for behaviors and attendance. These may also be utilized to be signed by stakeholders.

Rationale:

This is an opportunity to create dialogue and open communication between the school and the families for those students who are having attendance/truancy issues. It will offer both sides an opportunity to try to problem solve, get goals, and communicate both expectations and barriers.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Early Semester Exam Initiative

Person Monitoring:

Chafan Marsh

By When/Frequency:

May 15, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Early Semester Exam Initiative is being promoted on the school website, via social media, and through posters placed in every teacher's classroom. Students with a combination of solid grades and good attendance will be allowed to take their semester exams early when seniors complete their

exams during May 19-21, 2025. The following criteria must be met: Students have an "A" average and a total of 6 or fewer non-school related absences for the entire year. Students have a "B" average and a total of 4 or fewer non-school related absences for the entire year. Students have a "C" average and a total of 2 or fewer non-school related absences for the entire year.

Action Step #2

Monthly attendance/truancy meetings with each student (and parent) who has missed 5 or more days of the previous month.

Person Monitoring:

Chafan Marsh / Derek Freeman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A member of the student services team, Chafan Marsh or Derek Freeman, will meet with students and parents as an intervention to address attendance issues from the previous month. The hope is to address issues that are creating the attendance issues, collectively find solutions to the problem, and to communicate the expectations regarding attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 communicate 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>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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, paraprofessional utilized for support for dual certified teachers and Academic Intervention Specialist 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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 3rd 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 2023-24 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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 one 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/check-ins to help the student succeed. Milton High School takes great pride in helping all of our students find success on our campus. Following the guidelines established by the Individuals with Disabilities Education Act, Milton High School provides Individualized Education Plans for over 500 students. There are also about 150+ 504 Plans that are active. 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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 spend time looking at PM data and collaborating to improve instruction.

Also, teachers and administrators will be afforded the opportunity to attend various conferences in order to improve their knowledge, understanding, and methodology. Improvement of teaching strategies, better understanding of working with at-risk students, improved supportive discipline processes, and increased knowledge base of Title I will be at the forefront of these conferences. The planned conferences may include ISTE, NCTM, Marzano-LSI, FCTM, FETC, ESEA, Innovative Schools Summit, Model School Conference, etc.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

While we do not currently have school improvement funding allocations, Milton High is fortunate enough to have Title I Funds (approximately \$400,000). These funds are utilized to address after-school and weekend academic opportunities, specifically in the areas of Mathematics, Literacy, ELA, Civics, and STEAM. These funds will be used as identifies in the Areas of Focus to help the students, specifically in the subgroup (SWD) 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 this identified subgroup. Also, MHS staff will be afforded opportunities for collaborative PD to discuss PM data and brainstorm ideas to serve these students. When appropriate and applicable, MHS staff will also be allowed to travel to PD opportunities as identified throughout the SIP.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

There are several needs that will be addressed by utilizing Title I funds in a variety of ways. Obviously, our SWD have been identified as an ESSA subgroup below the federal guideline. Our SWD had only a 19% proficiency rate in ELA. Mathematics proficiency rates, specifically algebra (35%), lag well behind both the district and state averages. All state mandated testing scores at MHS lag behind district and state levels (except for US History).

The deficiencies will be addressed by using Title I funds to hire personnel, purchase software and technology, provide numerous tutoring and review programs, allow for transportation home after some of the tutoring and review sessions, hire substitutes for ELA and math teachers so they may effectively collaborate and review PM testing data to better plan and prepare, allow for PD opportunities for teachers (especially during summer hours) to travel to conferences.

Personnel hired from Title I Funds (Salary/benefits/retirement/FICA/etc.):

1. Parent & Family Engagement Liaison to manage Title I expenditures, communicate with parents, over Parent & Family Engagement events, etc.
2. Math Interventions (2/3 day) to provide individual and small group instruction to struggling students in mathematics and help prepare them for upcoming assessments (ACT/SAT. PSAT. CLT. FAST algebra/geometry retakes, etc.)
3. Academic Intervention Specialist (1/6 day) to provide intensive supports to freshmen with regard to

academic needs, attendance issues, and behavioral concerns.

4. Paraprofessional for Credit Recovery computer lab to allow students to recover credits online for classes they have failed or made poor grades during previous years and/or grading sessions.
5. Paraprofessional to help dual certified ELA teachers by supporting students with IEPs and helping the teacher manage such a diverse workload.

Technology/Supplies/Software:

1. Purchase 30 iPads, accompanying COW cart, 30 cases, 30 wired keyboards, and JAMFS licenses to utilize with our struggling students, especially those SWD as identified as an ESSR subgroup below the 41% federal threshold.
2. Purchase 250 Casio fx-260 solar calculators for the Algebra IA students as these are the most struggling math students on campus and also contain many students identified in the SWD subgroup as below the federal index.
3. Purchase 100 Mindplay licenses for the struggling readers in Intensive Reading to help with individualized instruction. Many of the Intensive Reading students are SWD as identified as an ESSR subgroup below the 41% federal threshold.
4. Purchase basic supplies such as paper, notebooks, pencils, toner, invitations, for preparation for Parent & Family Engagement Nights and for at-risk students to use in their intensive math/ELA classes.
5. Purchase 125 books "Unbroken" for book students for struggling students (and their parents) involved in the Raise the Bar (RTB) programs. These will be utilized in an after-hours book study with the RTB students and their parents.

Professional Development:

1. Teachers of 9th/10th ELA/Algebra/Geometry will be afforded opportunities to collaborate, analyze PM testing data, and plan for upcoming weeks through the purchase of substitute teachers. The collaborative time afforded by use of the substitutes will be facilitated and led by the Literacy Coach or the Math Interventionist. Data will be reviewed for growth, areas of strength and weakness, and specific teacher individualized success and deficiencies. Collaborative planning will then target areas of need and develop pacing guides and lessons to address the areas of need.
2. Teachers will be afforded opportunities to attend summer workshops in order to help foster growth with the educator in specific subject areas, behavior management, at-risk students, teaching strategies, etc. Title I funding will be utilized for travel expenses to various conferences: FCTM/ NCTM/FETC/NSTA/Innovate School Summit/ISTE/ESEA/Marzano Building Expertise/Model Schools Conference and other PD opportunities for instructional staff (vehicle rental/travel/air fare, hotels, meals, in-town travel, parking fees, tolls, registration fees).

Tutoring/Remediation Opportunities:

1. MHS will host after school math tutoring for two hours each week to help address academic performance. Math tutor will be paid through Title I funds.
2. MHS will host after school ELA tutoring for one hour each week to help address academic performance. ELA tutor will be paid through Title I funds.
3. MHS will have the Edgenuity credit recovery lab open for four hours each week to provide opportunities for students to recover credits and/or replace low grades. Paraprofessional monitor will be paid through Title I funds.
4. MHS will host four quarterly ACT/SAT Weekend Workshops to help prepare students for these exams. Four teachers will be paid through Title I funds to provide explicit instruction in Math, ELA, Reading, Science or other topics as needed at each session.
5. MHS will host two Civics Workshops to help prepare students for the Civics exam. Two teachers will be paid through Title I funds to provide explicit instruction in Civics/Government, etc. at each session.
6. FAST Bootcamps will be held prior to FAST 9th ELA/10th ELA/Algebra/Geometry. The bootcamps will provide intensive review in each subject prior to the state administration of the appropriate FAST exam. On average, two-three teachers will be hired through Title I funds for each of the FAST bootcamps to provide this explicit instruction.
7. Transportation for students will be provided at select after-hours/weekend tutoring, workshops, and/or boot camps. Title I funding has been allocated to provide for payment of a certified bus driver for 90 hours throughout the 2024-25 school year.

Parent & Family Engagement Nights (PFEN):

1. MHS will host PFEN targeting freshmen by identifying resources that available to incoming 9th grade students. The resources include support academically, socially, emotionally, tutoring, at-risk supports, and mental health.
2. MHS will host PFEN targeting at-risk seniors by meeting individually with seniors and their parents regarding exactly what is still needed as a graduation requirement. This discussion will include missing credits, low GPA, state required testing, and any other barriers that may get in the way of the seniors earning their diploma.
3. MHS will host a PFEN in conjunction with STEAM Night to involve students and parents in an interactive and immersive experience to showcase some of the various opportunities that are available for students at MHS. This night will involve real world issues and look at how students in various classes/subjects may collectively collaborate how to problem solve and develop solutions. It will revolve around communication, collaboration, creativity, and critical thinking.
4. MHS will host a job fair for students 16 years of age or older, as well as their parent and community members. MHS will host up to 60 local businesses that are looking to hire. Prior to the job fair, MHS will host PFEN with presentations from multiple staff members regarding topics such as building resumes, interviews, first impressions, employability, resources to improve job skills and

marketability.

5. MHS will host a series of four PFEN that revolve around a book study of "Unbroken." This book study will target those most struggling 10th grade students in the Raise the Bar (RTB) program and intensive reading. The RTB students are comprised of many students from the ESSR subgroup SWD that are below the 41% federal threshold for proficiency.

6. PFEN events will require Title I funds to be utilized on presenters and paraprofessionals, as well as for food and drinks for the participants in attendance.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00