

Santa Rosa County School District

# East Milton Elementary School



## 2021-22 Schoolwide Improvement Plan

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# East Milton Elementary School

5156 WARD BASIN RD, Milton, FL 32583

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

## Demographics

**Principal: Nadia Colin**

Start Date for this Principal: 6/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (49%) 2016-17: C (42%) 2015-16: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

- \*Excellence will be encouraged in all aspects of student learning.
- \*Academic achievement goals will be set and monitored by students, teachers, administrators, and parents.
- \*The safety of all students will be emphasized in all aspects of the educational environment.
- \*Technology-rich instructional opportunities will be utilized with all students.
- \*Motivational programs of instruction, as well as incentives, will be provided for students.
- \*Instruction in "hidden rules" of class structures will be provided to all students.

East Milton Elementary will promote a love of learning for all students, families, and staff. We will promote a life-long love of learning with students.

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

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Colin, Nadia	Principal	<p>Per Santa Rosa County-Elementary School Principal-HR job Description:</p> <ol style="list-style-type: none"> <li>1. Manage and administer the overall instructional program at the assigned school.</li> <li>2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.</li> <li>3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school.</li> <li>4. Manage and administer the accreditation program for the assigned school.</li> <li>5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.</li> <li>6. Participate, as requested, in the development of District guides related to instruction and personnel.</li> <li>7. Participate, as requested, in the development and adoption of the District’s assessment program.</li> <li>8. Manage and administer the assessment program for the school.</li> <li>9. Manage and supervise the wise use of personnel resources.</li> <li>10. Manage, supervise and evaluate personnel.</li> <li>11. Manage the implementation and administration of negotiated employee contracts at the school level.</li> <li>12. Manage and administer the development of long and short-range instructional and facility needs.</li> <li>13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.</li> <li>14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.</li> <li>15. Coordinate facility and support service requirements with appropriate district offices.</li> <li>16. Coordinate and supervise the transportation services at the assigned school.</li> <li>17. Manage the discipline of students on buses, including statutory provisions for suspension.</li> <li>18. Maintain a high visibility within all areas of the facility.</li> <li>19. Establish guidelines for proper student</li> </ol>

Name	Title	Job Duties and Responsibilities
		<p>conduct and effective disciplinary procedures and policies.</p> <p>20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.</p> <p>21. Manage and supervise the function of financial planning for the school, including the preparation of the school’s budget.</p> <p>22. Manage and supervise, through wise use, the financial resources of the school.</p> <p>23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</p> <p>24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.</p> <p>25. Manage and administer the preparation of financial reports for the school.</p> <p>26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.</p> <p>27. Manage and administer through statute and District guidelines, the school food service program.</p> <p>28. Develop and maintain positive school/ community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>

Name	Title	Job Duties and Responsibilities
Hall, Meghan	Assistant Principal	<p>Per Santa Rosa County Schools-Elementary School Assistant Principal-HR Job Description:</p> <ul style="list-style-type: none"> <li>• Coordinate all aspects of elementary curriculum.</li> <li>• Coordinate faculty, year level and individual teacher’s planning, as assigned.</li> <li>• Assist teachers in interpreting and implementing the district’s curriculum.</li> <li>• Coordinate, as assigned, research related to curriculum development.</li> <li>• Recommend curriculum adjustments to meet the special learning needs of individual children.</li> <li>• Assist teachers in organizing classrooms for effective learning.</li> <li>• Implement and schedule the standardized testing program when assigned.</li> <li>• Establish and maintain a system of school-wide textbook accountability.</li> <li>• Schedule and plan in-service programs and prepare required reports.</li> <li>• Work with the media specialist in adapting and improving the use of media in the school.</li> <li>• Participate in proposed and on-going curriculum development projects.</li> <li>• Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.</li> <li>• Coordinate the grade placement and grouping of children.</li> <li>• Assist the Principal in planning and carrying out staff and parent curriculum meetings.</li> <li>• Serve as the administrative representative on the school’s MTSS Team.</li> <li>• Complete special assignments assigned by the Principal.</li> <li>• Assume building supervisory responsibility in the absence of the Principal.</li> <li>• Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline.</li> <li>• Assist in the supervision of all school activities and programs.</li> <li>• Supervise students in order to maintain a safe and orderly environment.</li> <li>• Assist the Principal in planning and implementing the school improvement program.</li> <li>• Assist the Principal and other staff in</li> </ul>



Name	Title	Job Duties and Responsibilities
		<p>maintaining a clean and safe school plant.</p> <ul style="list-style-type: none"> <li>• Assist in the selection, supervision and evaluation of all school personnel.</li> <li>• Prepare such records and reports as the Principal may assign.</li> <li>• Perform other incidental tasks consistent with the goals and objectives of this position.</li> </ul>
White, Kristen	Reading Coach	<p>Assist in the development, interpretation and implementation of the district K-12 Comprehensive Research-based Reading Plan</p> <ul style="list-style-type: none"> <li>• Assist in monitoring fidelity of implementation of the K-12 Comprehensive Research-based Reading Plan</li> <li>• Provide assistance in implementation of the K-12 Comprehensive Research-based Reading Plan to schools that do not have an assigned reading coach</li> <li>• Collect, interpret, and analyze student assessment data to inform reading instruction and determine staff development needs at the school and district level</li> <li>• Develop and conduct professional development (face-to-face and/or online) sessions acquainting coaches/teachers with successful and innovative literacy strategies for classroom instructions and assessment</li> <li>• Assist in appropriate in-service activities including modeling lessons, especially in schools that do not have an assigned reading coach</li> <li>• Assist in the coordination and facilitation of district school-based literacy training programs with the Coordinator of Literacy</li> <li>• Assist in the selection, staff development, and implementation of appropriate instructional materials</li> <li>• Plan, coordinate, implement, and maintain documentation of district literacy and parent involvement activities</li> <li>• Collaborate, monitor, and facilitate learning communities/book forums for literacy staff development</li> <li>• Possess a working knowledge Language Arts Florida State</li> <li>• Stay abreast of current research-based literacy practices through study and discussion of professional literature, membership and</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>attendance in professional organizations</p> <ul style="list-style-type: none"> <li>• Assist in the interpretation and implementation of applicable district, state, and federal policies, laws, and regulations to staff, agencies, and school sites</li> <li>• Provide staff development of and mentoring of new reading coaches and assistance to experienced reading coaches</li> <li>• Work with the Coordinator of Literacy to promote the district literacy initiatives</li> <li>• Perform other tasks and/or responsibilities related to the K-12 Comprehensive Research-based Reading Plan and the district reading program as assigned by the Coordinator of Literacy</li> <li>• Provide own method of transportation, when required, to visit various sites</li> <li>• Provide appropriate information to the Superintendent, Assistant Superintendents, Directors, Coordinator of Literacy and other district personnel as requested</li> <li>• Maintain official records and files and perform other incidental tasks consistent with the responsibilities of this position</li> <li>• Assist the Director of Federal Programs with the Coordinator of Literacy in the evaluation of all related reading activities and initiatives</li> </ul>
Richards, Leslie	Other	<p>Academic Intervention Specialist - Reading</p> <ul style="list-style-type: none"> <li>• Provide daily intensive reading instruction to K-5 students.</li> <li>• Promotes family involvement in education through partnerships between schools and parents</li> <li>• Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families</li> <li>• Provides information, training, and support for families and educators regarding reading intervention</li> <li>• Collaborates with all professional and support personnel in the delivery of reading intervention</li> <li>• Assess students using a variety of measures to determine appropriate instructional needs</li> <li>• Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students</li> <li>• Collaborate with and coach interventionists and teachers on the use of assessment data to</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>plan instruction; analyze school literacy data and plan for reading intervention needs</p> <ul style="list-style-type: none"> <li>• Document and monitor literacy data</li> <li>• Organize and monitor intervention groups</li> <li>• Communicate with faculty and staff with professionalism</li> <li>• Demonstrate characteristics of an on-going learner</li> <li>• Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately</li> <li>• Serves as a reading contact between the Literacy Department and elementary schools</li> <li>• Supports schools and parents in developing “Read at Home” plans for Tier III students as required by the District Literacy Plan</li> </ul>
<p>Craft, Emily</p>	<p>Other</p>	<p>Academic Intervention Specialist - Math</p> <ul style="list-style-type: none"> <li>• Provide daily intensive math instruction to K-5 students.</li> <li>• Promotes family involvement in education through partnerships between schools and parents</li> <li>• Increases educators’ awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families</li> <li>• Provides information, training, and support for families and educators regarding math intervention</li> <li>• Collaborates with all professional and support personnel in the delivery of math intervention</li> <li>• Assess students using a variety of measures to determine appropriate instructional needs</li> <li>• Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students</li> <li>• Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school math data and plan for math intervention needs</li> <li>• Document and monitor math data</li> <li>• Organize and monitor intervention groups</li> <li>• Communicate with faculty and staff with professionalism</li> <li>• Demonstrate characteristics of an on-going learner</li> <li>• Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Serves as a math contact between the Math Department and elementary schools</li> </ul>
Clarke, Kelly	Guidance Counselor	<ul style="list-style-type: none"> <li>• Assists in the registration and placement of students</li> <li>• Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students</li> <li>• Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups</li> <li>• Oversees the provision of career development activities for students</li> <li>• Administers initial screenings and coordinates the referral process for identification and placement of students with special needs</li> <li>• Provides appropriate consultation with parents on all issues related to student success</li> <li>• Provides appropriate consultation and staff development to school personnel as needed</li> <li>• Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students</li> <li>• Tracks attendance and develops appropriate truancy intervention plans</li> <li>• Assists with referrals to other service providers and outside agencies</li> <li>• Facilitates Integrated Services Team meetings</li> <li>• Develops 504 plans and health care plans as needed</li> <li>• Maintains access to current information regarding community resources</li> <li>• Organizes community service projects</li> <li>• Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff.</li> <li>• Provides or assists with student orientation</li> <li>• Evaluates the guidance program on a continuing basis</li> <li>• Consults with school personnel on issues regarding student discipline</li> <li>• Assists in the orientation of new faculty and staff members</li> <li>• Assists with parent/teacher conferences as requested</li> <li>• Oversees the proper maintenance of student</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>records as required by applicable policies, regulations and procedures</p> <ul style="list-style-type: none"> <li>• Attends and participates in faculty meetings</li> <li>• Accepts responsibility for extra-curricular activities as assigned</li> <li>• Attends professional meetings and staff development activities</li> <li>• Maintains a valid Florida teacher’s certificate</li> <li>• Provides own method of transportation to various locations when required</li> <li>• Performs other tasks and responsibilities as assigned by the principal</li> </ul>
Farrington, Abbey	Teacher, K-12	<p>Kindergarten Department Chair</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>
Stewart, Terri	Teacher, K-12	<p>1st Grade Department Chair</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>purpose of documenting student progress and meeting mandated requirements.</p>
Liddell, Megan	Teacher, K-12	<p>2nd Grade Department Chair</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>
Woltz, Samantha	Teacher, K-12	<p>3rd Grade Department Chair</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>
Garcia, Heather	Teacher, K-12	<p>4th Grade Department Chair</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>providing an effective program that addresses individual student requirements.</p> <ul style="list-style-type: none"> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>
<p>Flanagan, Heather Brie</p>	<p>Teacher, K-12</p>	<p>5th Grade Department Chair</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>
<p>Adkins, Debra</p>	<p>Teacher, ESE</p>	<p>ESE Inclusion Department Chair</p> <ul style="list-style-type: none"> <li>• Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan.</li> <li>• Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.</li> <li>• Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>of study.</p> <ul style="list-style-type: none"> <li>• Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.</li> <li>• Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.</li> <li>• Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.</li> <li>• Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies.</li> <li>• Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development.</li> <li>• Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>
<p>Bohannon, Ashley</p>	<p>Teacher, ESE</p>	<p>ESE Self-Contained Department Chair</p> <ul style="list-style-type: none"> <li>• Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan.</li> <li>• Collaborates with other teachers in full inclusion classrooms non-instructional staff to</li> </ul>



Name	Title	Job Duties and Responsibilities
		<p>administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.</p> <ul style="list-style-type: none"> <li>• Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.</li> <li>• Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.</li> <li>• Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.</li> <li>• Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.</li> <li>• Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies.</li> <li>• Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development.</li> <li>• Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> </ul>

Wells, Lynda	Other	<p>Bookkeeper/Ed Support Department Chair</p> <ul style="list-style-type: none"> <li>• Maintains files of activities relating to school internal funds</li> <li>• Performs detailed clerical and bookkeeping</li> </ul>
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Name	Title	Job Duties and Responsibilities
		duties for school internal funds <ul style="list-style-type: none"> <li>• Coordinates with school personnel, students and vendors concerning account status</li> <li>• Prepares reports as needed or requested for the school and/or appropriate school personnel</li> <li>• Maintains status of internal budget during the year</li> <li>• Issues purchase orders and keeps record of purchases</li> <li>• Collects and receipts money from school activities in accordance with proper procedures</li> <li>• Makes bank deposits in accordance with proper procedures</li> <li>• Reconciles monthly bank statements in a timely manner</li> <li>• Maintains and inputs computer information regarding internal funds activities</li> <li>• Performs monthly and year-end close-outs</li> <li>• Performs related clerical and secretarial duties as required or assigned. (Duties do not include clinic duty, bus duty, hall duty, lunch duty, or textbook inventory).</li> </ul>

**Demographic Information**

**Principal start date**

Tuesday 6/1/2021, Nadia Colin

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

60

**Total number of students enrolled at the school**

701

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

12

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

13

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	135	105	110	104	117	103	0	0	0	0	0	0	0	674
Attendance below 90 percent	25	35	39	31	37	33	0	0	0	0	0	0	0	200
One or more suspensions	0	1	1	1	5	4	0	0	0	0	0	0	0	12
Course failure in ELA	0	2	14	10	9	11	0	0	0	0	0	0	0	46
Course failure in Math	0	2	10	11	13	8	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	29	18	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	18	34	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	1	1	2	7	14	7	0	0	0	0	0	0	0	32

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators		0	3	15	10	22	18	0	0	0	0	0	0	68

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		6	5	3	2	0	2	0	0	0	0	0	0	18
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Saturday 8/28/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	78	88	104	88	92	0	0	0	0	0	0	0	544
Attendance below 90 percent	24	23	29	32	12	29	0	0	0	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	7	7	0	1	0	0	0	0	0	0	0	17
Course failure in Math	0	2	4	11	3	12	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
STAR Urgent Intervention Students	0	1	1	18	7	11	0	0	0	0	0	0	0	38

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	6	9	1	5	0	0	0	0	0	0	0	23

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	0	5	1	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	78	88	104	88	92	0	0	0	0	0	0	0	544
Attendance below 90 percent	24	23	29	32	12	29	0	0	0	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	7	7	0	1	0	0	0	0	0	0	0	17
Course failure in Math	0	2	4	11	3	12	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
STAR Urgent Intervention Students	0	1	1	18	7	11	0	0	0	0	0	0	0	38

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	6	9	1	5	0	0	0	0	0	0	0	23

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	3	0	5	1	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	71%	-15%	58%	-2%
Cohort Comparison						
04	2021					
	2019	44%	66%	-22%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-56%				
05	2021					
	2019	55%	69%	-14%	56%	-1%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	71%	-14%	62%	-5%
Cohort Comparison						
04	2021					
	2019	63%	73%	-10%	64%	-1%
Cohort Comparison		-57%				
05	2021					
	2019	58%	71%	-13%	60%	-2%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	65%	-19%	53%	-7%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, STAR Math, and Performance Matters/Unify Science assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90/52%	93/63%	98/54%
	Economically Disadvantaged	54/50%	55/62%	58/55%
	Students With Disabilities	15/47%	17/59%	20/15%
	English Language Learners	3/67%	3/33%	3/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	89/57%	93/76%	97/70%
	Economically Disadvantaged	53/51%	55/71%	57/70%
	Students With Disabilities	15/53%	17/71%	20/55%
	English Language Learners	3/100%	3/67%	3/67%
	Number/% Proficiency	Fall	Winter	Spring

<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	98/37%	103/47%	104/44%
	Economically Disadvantaged	55/40%	59/42%	61/43%
	Students With Disabilities	19/37%	18/50%	17/41%
	English Language Learners	2/50%	2/0%	2/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	96/33%	104/54%	102/70%
	Economically Disadvantaged	53/34%	60/57%	61/74%
	Students With Disabilities	19/32%	18/33%	17/59%
	English Language Learners	2/50%	2/0%	2/50%
	Number/% Proficiency	Fall	Winter	Spring

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	94/42%	108/53%	111/51%
	Economically Disadvantaged	45/36%	49/49%	51/45%
	Students With Disabilities	27/19%	29/17%	29/17%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95/52%	107/62%	113/58%
	Economically Disadvantaged	45/44%	49/57%	53/51%
	Students With Disabilities	28/21%	29/45%	31/45%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77/61%	90/54%	0
	Economically Disadvantaged	44/68%	13/31%	0
	Students With Disabilities	49/53%	16/25%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79/53%	91/57%	0
	Economically Disadvantaged	46/57%	49/61%	0
	Students With Disabilities	14/7%	16/19%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring



Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	95/47%	98/45%	0
	Economically Disadvantaged	47/38%	52/38%	0
	Students With Disabilities	16/13%	13/0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95/44%	98/37%	0
	Economically Disadvantaged	47/43%	52/39%	0
	Students With Disabilities	16/13%	13/8%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51%	55%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE 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
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	28	41	54	34	51	46	26				
BLK	55			27							
MUL	55	35		62	53		54				
WHT	53	58	65	60	56	53	50				
FRL	50	54	62	57	55	55	44				

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	22	46	50	36	53	50	20				
BLK	53	33		47	42						
MUL	47	54		47	43						
WHT	47	47	45	60	58	56	47				
FRL	44	43	42	56	55	49	40				

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	7
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Our students struggle with overall proficiency in ELA and Math. For both areas, we fall below both the district and state average. Many of the non-proficient students are also in our SWD subgroup that falls below the 41% federal index.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Our overall ELA and Math achievement show the greatest need for improvement. Our ELA achievement was 54% and our Math achievement was 59%. Additionally, our students in 5th grade struggle with science achievement with less than half demonstrating proficiency at 49%.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Many of our students have gaps due to the COVID-19 pandemic and variety of learning options. Many students missed a large number of days of school, impacting their instruction and overall ability to master concepts and skills. A large number (more than 85%) of our students come from economically disadvantaged homes which impacts the learning loss, remote learning, and absences even more than the typical student. Our students need to increase their overall reading achievement, which will also impact their overall math achievement (reading of word problems) and science achievement (reading of passages and analyzing data).

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Overall, the data component that showed the most growth from 2018 to 2019 was ELA Learning gains of the Lowest 25%. In 2018, 43% of our lowest quartile of students achieved a learning gain. That number increased to 62% in 2019.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We implemented intervention for students during a target block time. Students were provided with interventions on their level to address learning deficits and close gaps for achievement in reading.

**What strategies will need to be implemented in order to accelerate learning?**

We will need to continue the use of progress monitoring plans to target students that are not demonstrating expected skills at each grade level. We will need to continue to build on foundational skills in Grades K-2 and provide research-based interventions to students that are not successful with the Tier 1 core content. We will utilize Intervention teachers to provide small group differentiated instruction to address deficits and continue to close gaps. Classroom teachers will accelerate learning of students that are demonstrating proficiency in order to allow them enrichment opportunities. Interventions to be utilized include HMH Word Study Study (K-2) and HMH Comprehension (3-5) for Tier 2 reading. In Tier 3, we will utilize intervention programs such as SIPPS, Phonics for Reading, 95%, or Lively Letters/Sound Partners based on intervention screenings. The intervention

program for Tier 3 will specifically align to their deficit area in ELA. In Math, we will utilize Savvas Reteach Tier 2 and/or Freckle Math aligned to each child's deficit areas for intervention. In Tier 3 for Math, we will utilize Saxon and Do the Math.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be provided with a variety of professional development opportunities that address providing a trauma-sensitive classroom, as well as professional development in the implementation of the BEST standards for ELA. Our grade levels will complete PD in PLCs focused on strengthening Tier 1 instruction while implementing the BEST Standards. We will also provide professional development of writing progress monitoring plans, developing interventions, monitoring progress, and best practices during the intervention block time.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services include staggered intervention blocks; all grades K-5 will have a 45 minute reading intervention block and a 30 minute math intervention block. Our intervention team will analyze data to provide small group interventions to our most struggling students during this time. Classroom teachers will provide interventions to the next lowest cohort of students. We will implement and follow standards-based pacing guides and common assessments. Administration will closely monitor data and have data chats with teachers.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

Of the seven categories that comprise the school's grade, the total percentage of students proficient in ELA on FSA in Spring 2021 was 45%. East Milton Elementary has the goal to be an A school, which must meet an overall percentage of 62% when averaging the seven categories. This category must increase in order to increase the school's overall percentage from 45% to 62%.

**Area of Focus Description and Rationale:**

**Specific Grade Level Breakdowns**

The following percentages below reflect the total percentage of students showing to be on track for Level 3 proficiency in K-2 and/or showing proficiency of Level 3 or higher as their FSA ELA 2021 score.  
 Kindergarten- 66% at or above benchmark for projected proficiency based on STAR EL in Spring 2021  
 1st Grade- 55% at or above benchmark for projected proficiency based on STAR EL in Spring 2021  
 2nd Grade- 50% at or above benchmark for projected proficiency based on STAR EL in Spring 2021\*  
 3rd Grade- 42% at or above Level 3 on FSA ELA in Spring 2021\*  
 4th Grade- 53% at or above Level 3 on FSA ELA in Spring 2021  
 5th Grade- 48% at or above Level 3 on FSA ELA in Spring 2021\*

\*Focus Area- Due to these grade level breakdowns, we will focus closely on our grade levels with less than 50% proficiency (2nd, 3rd, and 5th) to increase overall reading achievement at East Milton Elementary.

Our overall schoolwide goal at East Milton Elementary is for 62% of students to achieve proficiency and score Level 3 or higher on the FSA ELA in Spring 2022.

**Measureable Outcome:**

Our individual grade level goals will be as follows for focus grade levels:  
 2nd Grade - Increase from 50% to 55% at or above benchmark for projected proficiency based on STAR EL in Spring 2022  
 3rd Grade - Increase from 42% to 47% at or above Level 3 on FSA ELA in Spring 2022  
 5th Grade - Increase from 48% to 53% at or above Level 3 on FSA ELA in Spring 2022

**Monitoring:**

We will monitor student progress and projected proficiency as aligned to state benchmarks on the STAR Reading progress monitoring tool each quarter. We will also monitor classroom progress monitoring data on weekly HMH assessments and district-wide common Module HMH assessments aligned to the BEST Standards.

**Person responsible for monitoring outcome:**

Nadia Colin (colinn@santarosa.k12.fl.us)

**Evidence-based Strategy:**

1. Explicit and Systematic Instruction of BEST Standards- Teachers will clearly identify skills/concepts, connect new content to previous learning, give precise instructions, model concepts/procedures, provide opportunities for scaffolded instruction, and offer specific feedback. \*ESSA Reading Strategy

2. Small Group Instruction- Students that are not successful with Tier 1 will be provided with research-based Tier 2 and/or Tier 3 interventions to address deficits and close achievement gaps. \*ESSA Reading Strategy

3. Professional Development- Teachers will be provided professional development in BEST ELA standards, small group differentiated instruction, and the MTSS process. \*ESSA Reading Strategy

4. High Quality Instructional Materials- Teachers will have common planning time and professional development in ELA instructional materials aligned to BEST Standards. \*Results First Clearinghouse Database

6. Data-Driven Instruction- Teachers will use data to plan instruction. Administration will review data and meet with teachers. The MTSS team will meet weekly to review. \*ESSA Reading Strategy

The rationale for using these strategies is due to the proven positive benefits of increasing student achievement for students by strengthening the core (Tier 1) instruction. In addition to strengthening Tier 1 and provided standards-based instruction for all students that are not successful with Tier 1 will be provided small group, differentiated instruction for Tier 2 and/or Tier 3. Additionally, teachers will be provided professional development and supports in high quality instructional materials, MTSS processes, providing and tracking progress monitoring data, and planning data driven instruction. These evidence based strategies will benefit all students and will increase academic proficiency on the 2022 FSA in the area of ELA (English Language Arts) for Grades 3-5 and on the STAR Early Literacy and STAR Reading assessments in Spring 2022.

**Rationale  
for  
Evidence-  
based  
Strategy:**

**Action Steps to Implement**

1. Professional Development:

- Provide stipends for professional development
- PLCs focused on BEST Standards
- Conferences for teachers and/or administrators
- District mentor program
- Instructional Coaching by Literacy Coach
- Monthly TIP Mentor Meetings

2. Instructional/Technology-based Resources:

- Amira (Oral Reading Fluency Program for K-3)
- Waggle (Standards Based Practice for Grades 4 & 5)
- ESGI (Kindergarten)
- Manipulatives for hands-on learning
- Intervention/progress monitoring materials
- Writing Supplemental Materials (Write Score)
- Computers/technology hardware
- Tier 2 HMH Instruction
- Tier 3 Research-Based Interventions

3. Parent and Family Engagement:

- Provide families with appropriate educational resources
- Event food/refreshments to increase participation
- Parent/Teacher Conferences

-AIS to incorporate the New World Read Initiative and Read-at-Home Plan

4. Staffing/Schedule Support:

- Maximize intervention time in master schedule
- Co-teaching/collaborative teaching
- Paraprofessionals paired with dual-certified ESE teachers
- Training on HMH Tier 2 intervention materials
- Reading endorsed interventionists to support Tier 3 instruction

5. Tutoring:

- Afterschool tutoring for struggling students
- Stipends for tutors
- Progress monitoring and/or supplemental material

**Person Responsible** Nadia Colin (colinn@santarosa.k12.fl.us)



**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

Of the seven categories that comprise the school's grade, the total percentage of students proficient in Math on FSA in Spring 2021 was 43%. East Milton Elementary has the goal to be an A school, which must meet an overall percentage of 62% when averaging the seven categories. This category must increase in order to increase the school's overall percentage from 43% to 62%.

**Measureable Outcome:**

Our goal at East Milton Elementary is for 62% of students to achieve proficiency and score Level 3 or higher on the FSA Math in Spring 2022.

**Monitoring:**

We will monitor student progress and projected proficiency as aligned to state benchmarks on the STAR Math assessment each quarter. We will also monitor classroom progress monitoring data and common assessments.

**Person responsible for monitoring outcome:**

Nadia Colin (colinn@santarosa.k12.fl.us)

**Evidence-based Strategy:**

According to the What Works Clearinghouse Research-Based Strategies, we will implement two main focus strategies to target overall Math Proficiency of students at EME.

1. Explicit and Systematic Instruction of standards- Teachers will follow district approved pacing guides to ensure all standards are taught and the scope and sequence is followed with fidelity. Components of systematic instruction include clearly identifying skills/concepts to learn, connecting new content to previous learning, giving precise instructions, model concepts/procedures in a step-by-step manner, provide opportunities for students to practice using scaffolded instruction, and offers specific feedback.

2. Small Group Instruction- Students that are not successful with Tier 1 will be provided with research-based Tier 2 and/or Tier 3 interventions to address learning deficits and close achievement gaps. Intervention will be delivered during the 30 minute built in math intervention block in all classrooms K-5.

**Rationale for Evidence-based Strategy:**

The rationale for using this strategy is due to the proven positive benefits of increasing student achievement for students by strengthening the core (Tier 1) instruction. In addition to strengthening Tier 1 and providing standards-based instruction for all, students that are not successful with Tier 1 will be provided small group, differentiated instruction for Tier 2 and/or Tier 3. These two evidence based strategies will benefit all students and will increase academic proficiency on the 2022 FSA in the area of Math.

**Action Steps to Implement**

- 1. Professional Development:
  - Provide stipends for professional development
  - Conferences for teachers and/or administrators
  - Book studies & PLCs
  - District provided mentoring
  - TIP Mentor Meetings (monthly)

- 2. Instructional/Technology-based Resources:
  - Freckle Math

- STAR Math for Progress Monitoring
- ESGI (Kindergarten)
- Manipulatives and small group materials
- Intervention/progress monitoring materials
- Computers and/or technology hardware

3. Parent and Family Engagement:

- Provide opportunities for families to become familiar with content, standards, and expectations of FSA assessment of students
- Event food/refreshments to increase participation
- Parent/Teacher Conferences

4. Staffing/Schedule Support:

- Maximize intervention time in master schedule
- Co-teaching classrooms as needed
- Paraprofessionals paired with dual-certified ESE teachers
- Interventionists to support Tier 2/Tier 3 instruction
- Strategic master schedule building with staggered math intervention blocks

5. Tutoring:

- Afterschool tutoring for struggling students
- Stipends for tutors
- Progress monitoring and/or supplemental material

**Person Responsible** Nadia Colin (colinn@santarosa.k12.fl.us)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** The federal index for students with disabilities (SWD) at EME for Spring 2021 was 40% based on FSA data. We are still awaiting FSA Spring 2021 subgroup data for SWD. The expectation is 41% or higher. East Milton Elementary has the goal to be an A school, which must meet an overall percentage of 62% when averaging the seven categories. This category must increase to be in compliance with the federal index of 41% or higher.

**Measureable Outcome:** Our goal at East Milton Elementary is for 41% or higher of students with disabilities to achieve proficiency and increase our federal index as indicated by the FSA in Spring 2022.

**Monitoring:** We will monitor student progress and projected proficiency as aligned to state benchmarks on the STAR Reading and Math assessment each quarter. We will also monitor classroom progress monitoring data and district-wide common assessments. Students with an IEP that are receiving failing grades will have an IEP review meeting to discuss progress. Any child that is not projected to be proficient based on prior year FSA data and/or current STAR data will have intervention provided in the subject area to close gaps and address deficits. We will progress monitor these students and provide them intensive, research-based intervention for Tier 3 as needed. Our lowest quartile (lowest 25%) of students are often times the SWD subgroup. These students will be closely monitored in both Reading and Math.

**Person responsible for monitoring outcome:** Nadia Colin (colinn@santarosa.k12.fl.us)

**Evidence-based Strategy:** The IRIS Center is a national center dedicated to improving education outcomes for children with disabilities through the use of effective evidence-based practices and interventions. We will use the following strategies:

1. Developing High-Quality IEPs - Each child's IEP and service minutes will be aligned to present levels. The team will meet if a child is not making progress or has failing grades to discuss any needed changes.
2. MTSS Supports - The team meets weekly to discuss students of concern and discuss interventions.
3. Explicit and Systematic Instruction - Teachers will identify skills/concepts to learn, connect new content to previous learning, model concepts/procedures, provide scaffolded instruction, and offer feedback.
4. Small Group Instruction- Students that are not successful with Tier 1 will be provided with research-based Tier 2 and/or Tier 3 interventions to address learning deficits.

**Rationale for Evidence-based Strategy:** The rationale for using this strategy is due to the proven positive benefits of increasing student achievement for students by strengthening the core (Tier 1) instruction. In addition to strengthening Tier 1 and providing standards-based instruction for all, students that are not successful with Tier 1 will be provided small group, differentiated instruction for Tier 2 and/or Tier 3. Additionally, we will ensure all students with disabilities (SWD) have a quality

individualized educational plan (QIEP) aligned to their specific needs. By targeted students with learning concerns in our MTSS meetings weekly, we hope to decrease the number of referrals for students to the Exceptional Student Education (ESE) program and provide research-based interventions to close gaps and address deficits. These four total evidence based strategies will benefit all students and will increase academic proficiency for students with disabilities on the 2022 FSA in both ELA and Math.

### Action Steps to Implement

#### 1. Professional Development:

- Provide stipends for professional development
- PLCs and/or book studies
- Conferences for teachers and/or administrators
- District staff mentoring
- Monthly TIP Mentor Meetings
- QIEP Training for ESE teachers
- Collaborative teaching PD

#### 2. Instructional/Technology-based Resources:

- Freckle
- STAR Reading, STAR Early Literacy, STAR Math
- ESGI (Kindergarten)
- Manipulatives
- Intervention/progress monitoring
- Computers and/or technology hardware

#### 3. Parent and Family Engagement:

- Parents invited to all IEPs
- Event food/refreshments to increase participation in events
- Educational resources for families
- Parent/Teacher Conferences

#### 4. Staffing/Schedule Support:

- Ensure allocated ESE staff is utilized appropriately
- Maximize instructional and intervention time
- Co-teaching classrooms
- Paraprofessionals paired with dual-certified ESE teachers
- AIS to support Tier 3 and "At Home Learning"
- Literacy Coach to support Tier 1 ELA instruction and UDL strategies
- Interventionists to support Tier 2/Tier 3 instruction
- Strategic master schedule building of staggered intervention blocks

#### 5. Tutoring:

- Afterschool tutoring as needed
- Funding for tutors as needed
- Progress monitoring and/or supplemental material

**Person Responsible** Nadia Colin (colinn@santarosa.k12.fl.us)

**#4. Leadership specifically relating to Teacher Recruitment and Retention**

<b>Area of Focus Description and Rationale:</b>	Historically, East Milton Elementary has had a high turnover rate of teachers and staff. Additionally, we have a large number of teachers that are alternatively certified. In order to improve our overall school achievement, we believe we need to recruit highly qualified teachers and work diligently to retain them so we can build capacity and increase our shared leadership among the campus.
<b>Measureable Outcome:</b>	We will strive to retain 100% of our staff that is highly qualified and showing strong academic performance and growth for their students. We want to mentor, lead, and retain the very best teachers in Santa Rosa County!
<b>Monitoring:</b>	We will monitor teacher recruitment and retention through teacher observations, mentor meetings, leadership meetings, and 1:1 data meetings with teachers to review student performance, coach teachers, and ensure we are building capacity among our staff.
<b>Person responsible for monitoring outcome:</b>	Nadia Colin (colinn@santarosa.k12.fl.us)
<b>Evidence-based Strategy:</b>	<p>According to Best Evidence Encyclopedia, we will focus on implementing the following evidence-based strategies to support and retain teachers:</p> <ul style="list-style-type: none"> <li>-Monthly Mentor Meetings</li> <li>-Coaching with Literacy Coach</li> <li>-Modeling and support intervention with Reading &amp; Math AIS</li> <li>-Lesson planning with grade level colleagues, mentor, and/or mentor coach</li> <li>-Working with Mentor Coach for lesson planning and best practices</li> <li>-Meaningful, ongoing professional development</li> <li>-Intervention modeling and support from Reading &amp; Math AIS</li> <li>-Data Chats with Administration to review data, support teachers, and coach for Tier 1 instruction</li> <li>-Clear, concise communication with staff via weekly "Roadrunner Review" newsletters for all staff</li> <li>-Intentional teacher placement based on experience and strengths</li> <li>-Collaboration with grade level peers during common planning time</li> <li>-Meaningful and specific feedback from administration after informal and formal observations</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	By ensuring we are mentoring, coaching, and supporting new teachers, our teachers will feel comfortable and build a strong culture and belief in our school, administration, and our students. When teachers and staff are happy, supported, and have the resources and tools they need as educators, they are able to pour into their students and provide them the very best instruction in order to be successful.

**Action Steps to Implement**

Both administrators, Mrs. Colin, Principal, and Mrs. Hall, Assistant Principal will assist in supporting, coaching, and mentoring new staff. Additionally, our Teacher Induction Program (TIP) Leaders will also provide support, resources, and guidance on an ongoing basis for new staff. Our new teachers that are alternatively certified will work with a Mentor Coach to complete tasks and provide observations, feedback, coaching, and guidance on planning, analyzing data, and best practices. Each new teacher is assigned a grade level mentor.

We will implement the following steps to support new teachers and staff:

- Monthly Mentor Meetings
- Coaching with Literacy Coach
- Intervention modeling and support from Reading & Math AIS
- Data Chats with Administration to review data and coach for Tier 1 instruction
- Clear, concise communication with staff via weekly "Roadrunner Review" newsletters
- Intentional teacher placement based on experience and strengths
- PBIS Incentives and Rewards for Teachers and Staff
- Ongoing professional development

**Person Responsible** Nadia Colin (colinn@santarosa.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**In 2019, there were a total of 26 In School Suspension Incidents and 16 Out of School Suspension Incidents at EME. In comparison to other elementary schools in the state, we ranked very low as a school with discipline concerns.**

**\*Primary Concern- Our largest number of discipline referrals results from aggressive acts. We will ensure students are closely monitored during "unstructured" activities such as recess, PE, lunch, and/or during dismissal or bus rides to minimize these incidents.**

**\*Secondary Concern- During the previous school year, there was an increase of incidents involving tobacco (electronic vape pens). We will continue to monitor this and ensure students are unable to bring these devices to school.**

**The school culture and environment supports Positive Behavior Interventions and Supports. For 2020-2021, we were chosen as a model PBIS school and received a Resiliency Award. Our PBIS Program consists of five houses that both students and staff belong to. Each house represents a desired character trait and behavior expectations for students. Students earn points for demonstrating schoolwide expectations. We will celebrate behavioral success in a variety of ways through the use of the MEAL Program in the cafeteria, Student of the Week, Positive Office Behavior Referrals, and quarterly rewards for the winning PBIS house. We have a variety of supports and resources in place to support students, including a school counselor, guidance assistant, behavior coach, CDAC counselor, MFLAC counselor, Trauma Informed Counselor, and more. We will meet for MTSS for Behavior once per month and create Behavior PMPs for students of concern to provide interventions and monitor behavior data and/or progress. Staff will participate in a book study on strategies for creating a trauma-sensitive classroom and fostering resilient learners.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### **Describe how the school addresses building a positive school culture and environment.**

The school culture and environment supports Positive Behavior Interventions and Supports. We are a model PBIS school and have five houses that students belong to. Each house represents a desired character trait and behavior expectations for students. Students earn points for demonstrating schoolwide expectations. We will celebrate behavioral success in a variety of ways through the use of the MEAL Program in the cafeteria, Student of the Week, Positive Office Behavior Referrals, and quarterly rewards for the winning PBIS house. We have a variety of supports and resources in place to support students, including a school counselor, guidance assistant, behavior coach, CDAC counselor, MFLAC counselor, Trauma Informed Counselor, and more. We will meet for MTSS for Behavior once per month and create Behavior PMPs for students of concern to provide interventions and monitor behavior data and/or progress. Staff will participate in a book study on strategies for creating a trauma-sensitive classroom and fostering resilient learners.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Communication is a top priority to ensure our parents and families are involved in their child's education and school experience. Information is relayed weekly through the School Messenger call-out system, our school's Facebook page and website, the electronic marquee, and a monthly newsletter (Roadrunner Run) with information from administration, important upcoming dates, and more.

EME plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students by including students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education.

EME's Title I Program includes an initiative to increase parent involvement in their child's education, provides training to parents in an effort to assist their children at home so that they

can be successful at school. The Title I Program provides funding for teacher professional development and classroom materials for teachers to effectively meet the individual needs of their students, provide differentiated instruction, and provide tutoring for targeted students beyond the regular school day. Title I budget and the Parent and Family Engagement Plan are standing agenda items on all School Advisory Council (SAC) meetings. At the end of each year, we focus on a review of our year's activities and work with our SAC to give feedback on all Family Engagement activities and the Title I Compact Agreement. A Title I meeting was conducted during Meet & Greet and will be conducted again during Open House. Information is disseminated that addresses Parents Right to Know, Compact agreement, SPAR report, SIP report, the Parent Resource Center, and Title I funding information.