



---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Positive Culture &amp; Environment</b>	<b>28</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Milton High School

5445 STEWART ST, Milton, FL 32570

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

## Demographics

**Principal: Tim Short**

Start Date for this Principal: 4/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<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)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (59%) 2016-17: B (55%) 2015-16: B (55%)
<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>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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.**

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

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

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

### School Leadership Team

#### **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
Short, Tim	Principal	<p>Direct relations w/ Community Leaders, Media, Public officials, Community Requests, Manage and disseminate information from SRCSD offices, Teaching Assignments, Personnel decisions/management, Department Chairs/ meetings, Advanced Placement instructors/ trainings, Observation Plan/development of IP groups, Innovation Initiatives, STEAM (including Innovators), Handle all email from Dr. Barber and Mr. Noack, Callout system administrator, Front Office Assignments, Special Requests, Involvement/communications with all stakeholders, Leave Approval through AESOP, School Budget(s), School finance authorization/ signatures, Book Keeper/Financial Audits, Coaching assignments (w/ Mr. Rowell &amp; Mr. Blake), OSO Compliance/Oversight (w/ Mr. Blake), Title IX Compliance/Gender Equity, Articulation Meetings with feeder schools (w/ Underwood), Athletic Oversight Meetings (with Rowell/Blake/Gillis), Athletic Volunteers Alignment, Accreditation process (when applicable), COVID-19/Coronavirus management/protocol (as needed), Literacy updates (w/Charlotte Boling), Literacy Plan Compliance/Work closely with Ms. Leddy (at-risk initiatives &amp; PD), School Advisory Council, Data Chats with AP, EOC, and FSA teachers, Development and implementation of PLC plan, Interviews &amp; hiring within IP groups, Management of PLC process/meetings, In-service/Early release days, Marzano/Evaluation rubric training, Mentor Teachers (TIP), POP program/SPPP program/SRCSD Alt Cert Mentor Program (Martha Gough/other mentors), Administrative Professionals (Secretaries) Day, Schedule/oversee faculty meetings, Technology w/ Mr. Rowell, Student/Teacher Recognition, At-Risk graduates, Oversee and manage APs &amp; front office personnel/secretaries (TBD), IP of selected instructional and non-instructional staff, Other duties as needed.</p>
Underwood, Wes	Assistant Principal	<p>Discipline Issues, Truancy Issues &amp; Truancy Court, Attendance Issues, Procedures &amp; Records (BITS), Student Activities (Assemblies, Pep Rally, Clubs/Organizations, Fundraisers), Homecoming, Transportation (Bus riders/</p>

Name	Title	Job Duties and Responsibilities
Rowell, Chad	Assistant Principal	<p>discipline: George Blake), SGA, Student Elections, Intervention Initiatives, PBIS (including BITS) w/T Henry, MTSS, PMPs, Math Data Chats w/STAR Testing, School Improvement Process/SIP (w/Dean), CDAC and Trauma Informed Counselor, MFLC counselor, Threat Assessment Team, IST Team (w/ Gloria Gibson), Pre-Arranged absences/Attendance waivers, Agenda Planners, Handbook Education/CoC Exams (w/ Dean), Teacher Handbook updates, Parking, Duty Rosters (AM/ PM), Textbook inventory (W/ Debby Schepper), Literature Distribution requests, COVID-19/ Coronavirus management/protocol, Review all email from Sharon Patrick and Mandy King, School Resource officer (Deputy Hyler), School sign (w/ Lisa Murphey), Security cameras w/ Deans SREY selection/process, Volunteerism (w/ Kelly Gillis &amp; George Blake), School Lunch Forms (w/ Kelly Gillis), Student Insurance, Student Service compliance checklist, Suite 360 Mental Health Training, Department Chair Meetings (w/Short, Rowell, Leddy), Summer Make-Up Exams, ESE Liaison, Interviews &amp; hiring within IP groups, Virtual Graduation (if necessary) At-Risk graduates, PLC groups, Oversee and manage deans, SRO, secretary &amp; attendance personnel, IP of selected instructional and non-instructional staff (TBD), Other duties as needed.</p> <p>Facilities &amp; Grounds, Maintenance needs/ reports/work orders, Keys, Bell Schedules, Classroom Assignments (w/ Mr. Short), Admin Duty Plan, Athletics Issues, Coaching Assignments (w/ Mr. Short &amp; Mr. Blake), OSO Oversight (w/ Mr. Short), Athletic Oversight Meetings (with Short/Blake/Gillis), Athletic Volunteers Alignment (as per county protocol), FHSAA Representative, STEAM, Management (w/ J. Gonzalez), Infrastructure Initiatives, Safety Team/meetings, Safety Drills/Reports, Emergency management plan/updates, Risk Management, School Calendar, Custodial Services: ABM, Transportation service issues: STA, Property Control, FISH Report, FSSAT Report, Facility Use requests, Religious Venue requests, Vending machines, Graduation:</p>

Name	Title	Job Duties and Responsibilities
		<p>facilities, Capital Outlay report (w/ Short), Construction issues, Lunch Duty plan, Technology: COW locations &amp; security, remote technology, technology maintenance, Review all email from J Harrell, R Laing, R Grimes, and D Hahn, COVID-19/Coronavirus management/protocol (deep clean), Coordinate work through ISS/NJROTC, Rookie of the Year selection/process, Faculty/staff celebrations (cookouts), Summer school facilities/Payroll/Community School/Athletics, Interviews &amp; hiring within IP groups, At-Risk graduates, PLC groups, Oversee and manage groundskeeper Rueben, Oversee and manage AD &amp; AD secretary &amp; TA for Technology, IP of selected instructional and non-instructional staff (TBD), Other duties as needed.</p>
<p>Leddy, Amanda</p>	<p>Assistant Principal</p>	<p>Guidance Issues, Master Schedule, Registration process w/Curriculum guide updates, Testing: FSA/EOC/Make-Ups/PERT/PLAN/Advanced Placement/Local Assessments, Coordinate with Guidance Testing Assistant, STAR Testing/Schedules, STAR feedback/meetings/trainings, ELA Data Chats w/STAR Testing, Instructional Initiatives (focused on Marzano practices), Callout system administrator, Dual Enrollment w/PSC &amp; UWF, Locklin Technical Center, Employee Verification &amp; Out of Field Reports, FTE Accountability/Audits &amp; Roster verification, Certification issues, Accreditation process (when applicable) w/ Short, Summer School academics, testing, and transportation, Graduation activities, Awards night, Hooding ceremony, Substitutes/Class Coverage w/ Kristen Ward, Comp Time Log: Non-instructional, Pre-Arranged College Visits, 504 Plan Compliance, Academic celebrations ("A" Honor Roll recognitions), Student of the Month Recognitions/Celebrations, Student Teachers/Practicum Students, Cheerleaders, Textbook orders, VISA rebate monies, Summer Schedule pickups, Teacher of the Year process and selection, Teacher Appreciation Week, Parent meetings: Senior financial aid, advanced academic, ninth grade registration, Academic referrals/contracts, Sunshine State Scholars selection, A Team, Academic Letters, Review all</p>



Name	Title	Job Duties and Responsibilities
		<p>email from Carlisle Griffin, Coordinate with AP Coordinator for Oversight/Management of course approval, syllabi, etc., Health Tech, Federal Grants (if applicable), Interviews &amp; hiring within IP groups, At-Risk graduates, PLC groups, Oversee and manage guidance department &amp; secretaries &amp; data entry, IP of selected instructional and non-instructional staff (TBD), Other duties as needed.</p>
Gillis, Kelly	Dean	<p>This individual participates in the collection, interpretation, and analysis of data; facilitating the development of intervention plans; and providing support for intervention fidelity and documentation. Mr. Gillis works to ensure the Santa Rosa County Code of Conduct and Milton High School Student Discipline plan is followed by the students. Through the implementation of MTSS Intervention strategies, Mr. Gillis serves as a liaison between the Student Services office and core instructional leaders working with Tier 2 and Tier 3 students to establish links between successful discipline interventions and addressing academic achievement gaps. Mr. Gillis also works with the MHS Faculty and Staff to ensure the MHS PBIS plan is implemented with fidelity.</p>
Parker, Gerren	Dean	<p>This individual participates in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; and provide support for intervention fidelity and documentation. Mr. Parker works to ensure the Santa Rosa County Code of Conduct and Milton High School Student Discipline plan is followed by the students. Through the implementation of MTSS Intervention strategies, Mr. Parker serves as a liaison between the Student Services office and core instructional leaders working with Tier 2 and Tier 3 students to establish links between successful discipline interventions and addressing academic achievement gaps. Mr. Parker's strong ESE background uniquely qualified him to offer behavioral intervention supports for our students with special needs. Mr. Parker also works with the MHS Faculty and Staff to ensure the MHS PBIS plan is implemented with fidelity.</p>

## Demographic Information

**Principal start date**

Wednesday 4/1/2015, Tim Short

**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.*

1

**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.*

16

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

101

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

1,980

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

14

**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	0	0	0	0	0	0	0	0	0	0	533	598	478	455	2064
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	112	128	111	93	444
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	8	3	1	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	9	83	43	50	185
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	65	58	34	166
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	70	133	60	89	352
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	85	95	46	36	262
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	59	103	32	118	312

**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	0	0	0	0	0	0	0	0	30	108	64	64	266

**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	0	0	0	0	0	0	0	0	0	2	65	75	38	180
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	12	11	11	37

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

Monday 8/30/2021

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	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	0

**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	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	528	596	475	455	2054
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	143	163	126	102	534
One or more suspensions	0	0	0	0	0	0	0	0	0	2	13	4	4	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	82	42	50	182
Course failure in Math	0	0	0	0	0	0	0	0	0	7	66	58	36	167
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	136	162	114	91	503
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	93	96	44	35	268

**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	0	0	0	0	0	0	0	0	30	108	64	64	266

**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	0	0	0	0	0	0	0	0	0	1	64	73	39	177
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	11	10	11	35

**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
09	2021					
	2019	58%	65%	-7%	55%	3%
Cohort Comparison						
10	2021					
	2019	58%	64%	-6%	53%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	86%	7%	67%	26%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	78%	-1%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	73%	-21%	61%	-9%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	66%	-13%	57%	-4%

**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 Reading, 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.

9th - 12th STAR Reading

Performance Matters: US History, Biology, Algebra i and Geometry

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	512/48%	525/46%	0
	Economically Disadvantaged	243/40%	235/36%	0
	Students With Disabilities	72/13%	74/10%	0
	English Language Learners	1/0%	3/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	Alg 35%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	419/49%	406/50%	0
	Economically Disadvantaged	168/41%	160/39%	0
	Students With Disabilities	59/27%	59/36%	0
	English Language Learners	0	3/33%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	Geo 36%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	42%	51%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring



Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	50%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	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	35	34	31	46	28		53		95	15
ASN										100	55
BLK	43	43	40	35	36	25	61	63		95	46
HSP	59	42		50	57			63		100	55
MUL	54	49	44	51	53	46	94	73		89	56
WHT	61	52	40	56	51	41	96	75		94	61
FRL	49	44	34	45	47	37	89	69		93	53
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	28	38	33	45	48	28	33	56		76	26
BLK	42	42	35	48	46	40	43	53		93	42
HSP	56	51		59	60		60	73		88	60
MUL	58	47	53	67	59	45	57	53		92	50
WHT	54	48	35	58	57	48	62	76		92	66
FRL	46	43	35	53	53	45	51	67		90	61

### 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)	N/A
OVERALL Federal Index - All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	607
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
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	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	61
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	63
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	56
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?**

The overall Milton High School 9th Grade ELA School score was 44% in 2021. The overall score was 58% in 18-19 school year. This score in 18-19 was 7% lower than the District and 3% higher than the state. The 10th grade ELA school score 41% in 2021. The overall score was 58% in the 18-19 school year. This core in 18-19 was 6% lower than the District and 5% higher than the state.

The overall Milton High School Algebra I EOC score was 30% for the 20-21 school year. The overall score was 52% for the 18-19 school year. The overall Milton High School Geometry score was 53% for the 20-21 school year. The overall score was 53% for the 18-19 school year.

We observe that in general the scores for the 2020-2021 school year are lower than the 2018-2019 school year across all subjects, grade levels and subgroups. The only exception is Geometry in which we maintained a score of 53%.

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

The two areas that demonstrate the greatest need for improvement are Algebra I with a score of 30% compared to 52% in 18-19. Also, 9th grade ELA scored at 44% in 20-21 compared to 58% in 18-19 and 10 grade ELA scored at 41% in 20-21 compared to 58% in 18-19.

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

This performance is a result of numerous factors, including high teacher turnover within the math department as well as teachers overcoming requisite mathematical skills prior to entering MHS. Also a large portion of MHS's population simultaneously struggles with poverty. MHS is working to overcome the dual effects of both these areas.

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

No subject area showed improvement during the 20-21 school year. However, Geometry maintained a score of 53% in 20-21 which was equal to the 18-19 school year. All other areas showed a decline.

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

Digital Days were implemented to provide remote instruction when students were absent due to COVID.

Teachers worked collaboratively within their disciplines to ensure consistent instruction in Geometry classes.

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

Review FOCUS data in order to better align instruction to the standards. This will also include utilizing data chats with students and drive collaborative interactions amongst teachers of Biology classes.

**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.**

PLC Meetings will focus on data driven instruction across all subject areas.

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

Core reviews between administrative team and all tested subject areas to discuss individualized data. Identifying gaps between student performance and the norms of performance on STAR and FOCUS testing.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

<b>Area of Focus Description and Rationale:</b>	This year we will focus on improving student performance and closing achievement gaps. In order to do so we must not only focus on overall student achievement but also target specific subgroups. Students with disabilities struggle to understand the connect to concepts. In literacy struggling students have difficulty understanding selected text. In math, struggling students have difficulty in following processes and formulas.
<b>Measureable Outcome:</b>	As a result of focused instruction towards this subgroup, the overall proficiency for students with disabilities will maintain a minimum of 41% to meet the state index level. We would like grow proficiency in this area to 50%.
<b>Monitoring:</b>	Annual IEP meetings occur to assess the proper implementation of IEP goals and objectives. Monthly consult meetings occur with our ESE teachers who are assigned as Teachers of Record for students with IEPs. These meetings ensure progress monitoring is occurring to meet the various needs of our students with IEPs. Specific scheduling is used to provided proper educational placement of students. Students who need learning strategies or support facilitation/specialized instruction classes are ensured to be placed in the appropriate class. Progress notes are sent home at the end of each nine weeks to communicate student progress towards IEP goals and objectives with parents. Many of the SWD students are in learning strategies classes where they are supported and monitored in order to improved academic success.
<b>Person responsible for monitoring outcome:</b>	Tim Short (shortt@santarosa.k12.fl.us)
<b>Evidence-based Strategy:</b>	Teachers will implement research based strategies for teaching students with disabilities. Teachers will be provided learning opportunities for strategies that have high-yield impact on this student population. These strategies are implemented but not limited to: Comprehensive interventions for learning disabled students is a high-yield strategy that has a effect size of .77 (Hattie 2009). According to Hattie (2011), strategies such as controlling for difficulty or processing demands (scaffolding, .82 Hattie 2009), sequencing, think-alouds, memory strategies, among others, have a great impact on student performance. We also implement Support Facilitation in our inclusion classes where Differentiated Instruction is implemented in order to best serve varied learning needs and styles.
<b>Rationale for Evidence-based Strategy:</b>	Milton High School currently has over 600 student IEPs. These students have a wide range and variety of needs. Scaffolding instruction (.82) and Comprehensive interventions (.77) for learning disabled students are high-yield strategies to serve this population, According to Hattie (2011), strategies such as controlling for difficulty or processing demands (scaffolding), sequencing, think-alouds, memory strategies, among others, have a great impact on student performance.

**Action Steps to Implement**

Establish collaborative goals and plans for each ESSA subgroup student utilizing input from teacher, TOR, IEP and MTSS teams.

Establish appropriate strategies and interventions both, academic and behavioral, for ESSA students to meet identified individual goals.

Establish routine Progress Monitoring and Data Chats for both behavior and academic ESSA students to ascertain progress towards established goals and effectiveness of existing strategies. Data Chats conducted will include teachers, TORs, IEP Teams, MTSS, and Administration.

Review successes and areas where assigned strategies need to be revisited. Continuing a culture of celebration of success through the PBIS process and individualized student celebrations, including parents and stakeholders as we build on the student's progress.

MHS will provide targeted training, PLCs, and collaborative planning time centered on learning gains and closing the achievement gap for this group.

MHS Administration will monitor for differentiated instruction through classroom observations and walk-throughs.

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



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

**Area of Focus Description and Rationale:**

Based on low FSA proficiency rates and learning gains relative to recent years ELA has been identified as a critical need. To meet the needs of our students who must meet the graduation requirements, ELA classes will now be using the new SAVVAS curriculum that aligns itself with the standards. Intensive Reading will be using iLit 45 program for 9th and 10th graders. Intensive Reading in 11th and 12th grade will be using USA Test Prep.

Our goal is raise student performance results at a minimum to pre-COVID results of 58% proficiency and 50% Learning Gains.

**Measureable Outcome:**

9th Grade ELA goal 58% proficiency.  
 10th Grade ELA goal 58% proficiency.  
 9th Grade ELA Learning Gains goal 50% proficiency.  
 10th Grade ELA Learning Gains goal 50% proficiency.

**Monitoring:**

Savvas curriculum will be monitored by teachers through the class performance of students. Teachers will utilize Tier I and Tier II resources embedded within Savvas resources. Star assessments will be used to drive data chats with students. Horizontal collaborative conversations amongst peers and will be used to identify learning gaps that must be addressed before ELA testing. The STAR assessments A, B and C. In iLit 45 the students will be assessed three times throughout the year. PLCs will be used to help teachers analyze student data

**Person responsible for monitoring outcome:**

Tim Short (shortt@santarosa.k12.fl.us)

**Evidence-based Strategy:**

Feedback through the form of Data chats has an effect size of .7. This feedback will take place with stakeholders regarding individual performance. Vertical and Horizontal data chats between administrators, teachers and students and peer to peer with teachers within like subject areas.

**Rationale for Evidence-based Strategy:**

Data chats will allow students to take ownership of their test results. The STAR and FOCUS test are tools that align with the standards. Utilizing data from these resources will drive instruction and increase performance.

**Action Steps to Implement**

- \*Implement iLit45 and USA Test Prep for intensive reading classes and Savvas curriculum with embedded Tier I and Tier II interventions for ELA Classes.
- \*Implement PLCs focusing on using data in the classroom.
- \*Conduct core review discussions between administration and language arts teachers.
- \*Provide for students access to Tutor.com.
- \*Attend EOC prep camps prior to testing.

**Person Responsible**

Tim Short (shortt@santarosa.k12.fl.us)

### #3. Instructional Practice specifically relating to Math

<b>Area of Focus Description and Rationale:</b>	Based on low EOC proficiency rates and learning gains relative to recent years in mathematics has been identified as a critical need. To meet the needs of our students who must meet the graduation requirements, Algebra IA and IB will be taught in double blocked classes to allow all incoming freshmen to complete the Algebra curriculum in one school year. Based on previous data, Milton High School had the lowest Algebra scores in the SRCSD. The principal, along with district personnel, was involved in a math cadre with several other school districts. It was determined that double blocked 1A and 1B classes could prove beneficial to student achievement.
<b>Measurable Outcome:</b>	Our goal is raise student performance results at a minimum to pre-COVID results of 53% proficiency and 50% Learning Gains. Currently: 9th Grade Math goal 53% proficiency. 10th Grade Math goal 53% proficiency. 9th Grade Math Learning Gains goal 50% proficiency. 10th Grade Math Learning Gains goal 50% proficiency.
<b>Monitoring:</b>	Focus assessments will be used to monitor progress in math. Also, teachers will monitor progress of students in the double-blocked 1A/1B classes via informal assessments.
<b>Person responsible for monitoring outcome:</b>	Tim Short (shortt@santarosa.k12.fl.us)
<b>Evidence-based Strategy:</b>	Implementing Hattie's high-yield strategies of deliberate practice (.79) and scaffolding (.82) and interventions for students with learning needs (.77) will support student learning outcomes. We will do this through Double blocked classes which will provide more individualized and small group focused instruction throughout the year. In addition, horizontal collaborative conversations amongst peers and will be used to identify learning gaps that must be addressed before testing.
<b>Rationale for Evidence-based Strategy:</b>	The math cadre with other school districts highlighted the use of double blocked 1A/1B classes and the successes of the program in their districts. The other districts reported increased up to 15% to 20% above previous results.

#### Action Steps to Implement

- \*Build double block algebra 1A and 1B classes for identified incoming freshmen.
- \*Implement PLC focusing on using data in the classroom.
- \*Conduct core review discussions between administration and mathematics teachers.
- \*Provide MAO and teacher tutoring prior to school.
- \*Provide access to Tutor.com.
- \*Attend EOC camps prior to testing.

**Person Responsible** Tim Short (shortt@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.

**The SafeSchoolsforAlex.org website shows that Milton High School has high incidents of Violence (High) and Drug/Public Order Incidents (Very High). Milton High School implements a schoolwide PBIS system to encourage students academically and behaviorally. We reward good behavior and monitor those students who are struggling through the MTSS process. Academic and Behavioral Supports are put into place through the MTSS process to help our struggling students. The Santa Rosa County School District implements the Suite360 Mental and Emotional Health educational system. Milton High School is strategically implementing the program to help ensure the Milton High School students are not emotionally triggered by the content. Milton High School strives to lower the acts of violence on campus. Physical Altercations (fighting) is the most common form of student on student violence. Students who are found to repeat offenders are referred to our CDAC counselors. We utilize our CDAC counselors to counsel our students on alternative ways to handle conflict. Furthermore, if two students are in conflict, our Dean of Students work as mediators to help the students resolve their conflict before the situation can escalate further into an act of violence. Milton High School implements the "See Something/Say Something" campaign to encourage our students to communicate possible conflict situations to Student Services. Our Administrative staff, Dean of Students, and SRO work with our students to encourage them to inform us if there will be a possible violent issue. Fortify Florida and SpeakOut programs are available for students to report incidents and/or rumors. When given information, Milton High School will investigate and work with our students to mediate any possible disagreements between students. Milton High School is working with our School Resource Officer to develop and implement at schoolwide Antidrug Awareness Assembly. Antidrug awareness is also taught through our Suite360 program.**

**Monthly Integrated Services Team meetings are conducted during which school data on attendance and behavior is reviewed. Specific focus is given to students who may benefit from the services team's attention. We also hold monthly MTSS meetings in which trends in behavior and discipline data are reviewed from worrisome trends. Specific attention is paid to trending attendance and discipline data. Specific students are discussed and referred to counselors or social workers if further resources are necessary. Milton High School performs Threat Assessment Team meetings to determine if any student at Milton High School is a Threat to him/herself or others. During this meeting our team works to determine if any student at Milton High School can benefit from the teams resources. We review the school data for student Baker Acts and Threat Assessments performed. This data is considered when implementing the MTSS process for students.**

**Weekly administrative staff meetings occur during which discipline and behavioral issues are reviewed and discussed. Oftentimes, decisions are made to update school policy and/or procedures, improve monitoring of troublesome areas and better inform teachers of troublesome trends.**

**All stakeholders are encouraged to work together to ensure the safety and wellbeing our all students and staff on campus. MHS utilizes the SRO in areas to be highly visible throughout the day such as lunch duty, hallways during class change, and patrolling campus before school. MHS teachers and staff are assigned duties for visibility purposes and supervision in many locations both before and after school. MHS regularly communicates with parents via callout, exchange, and social media regarding troublesome topics and trends as they**

## 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.

Milton High School strives to foster a quality relationship with all stakeholders within our school community. The school has a School Advisory Committee that includes administrators, teachers, students, parents/guardians, and community stakeholders. This committee will meet each quarter to address current goals and events of the school, and any concerns brought forth by the members.

Milton High School hosts many events throughout the year where parents/guardians are invited to attend and learn about different aspects of their child's academic experience and how they can support that process. These include Freshmen Tours, Literacy Night, Student acceleration nights, AP student celebration, Guidance parent night, Senior parent night, Awards night, among many others. Parents, guardians, and community stakeholders are welcomed as volunteers to help with academics, athletics, extra-curricular and co-curricular activities. Parents, guardians, community stakeholders, and students can access school information through Focus, social media (Facebook, Twitter, YouTube), the school marquee, and the Milton High School website.

Parents/guardians are encouraged to contact their child's guidance counselor to discuss graduation requirements and academic progression.

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

Milton High School Administration have a large role in promoting a positive culture and environment at MHS. The MHS Administration must work to establish a positive and engaging learning environment.

Milton High School's Faculty/Staff must work to establish a positive learning environment by implementing the PBIS plan in the classroom. Faculty and staff must work to create a positive learning environment by establishing an inclusive and engaging learning environment. The Faculty and Staff must hold students accountable for their actions and encourage all students to complete assignments.

Milton High School Students have a responsibility to come to school ready to learn and follow the school's PBIS and discipline plan. Students must work to make MHS an inclusive and positive environment.

Milton High School Parents/Guardians have a responsibility to support the school's faculty and staff. They must also encourage the students to follow the school's PBIS plan and to follow the teacher's instructions in the classroom.

Milton High School works to build and maintain an open door policy where stakeholders may meet with administrators to address concerns and issues and also, stay abreast of current developments.

Milton Stakeholders (Community Members/Businesses) have role in supporting the Faculty/ Staff, Parents and Students. The community must work to support our students in all aspects of the school environment. The MHS Stakeholders in the community have a responsibility to support and encourage our students in everything that involves the student body at Milton High School.