Santa Rosa County School District

MILTON HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Tim Short

shortt@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Principal Responsibilities for 2025-26

1. Direct relations w/ Community Leaders, Media, Politicians
2. Community Requests
3. Manage and disseminate information from SRCSD offices
4. Teaching/Ed Support/Front Office Assignments

5. Personnel decisions/management
6. Schedule/oversee faculty meetings
7. Department Chairs/meetings
8. Advanced Placement instructors/trainings
9. Observation Plan/development of IP groups
10. Innovation Initiatives
11. STEAM (including Innovators)
12. Handle all email from Dr. Barber and Mr. Noack
13. Callout system administrator
14. Special Requests
15. Involvement/communications with all stakeholders
16. Leave Approval through AESOP
17. School Budget(s)
18. School finance authorization/signatures
19. Bookkeeper/Financial Audits
20. Title I Compliance and Oversight
21. Manage Title I workers (G. Weaver, K. Allen, J Nystrom, D. Simmons, C James 1/6)
22. Coaching assignments (w/ Mr. Rowell & Mr. Blake)
23. OSO Compliance/Oversight (w/ Mr. Blake)
24. Title IX Compliance/Gender Equity
25. Articulation Meetings with feeder schools (w/ Marsh & Leddy)
26. Athletic Oversight Meetings (with Rowell/Blake)
27. Athletic Volunteers Alignment
28. Accreditation process (when applicable)
29. Library Media Reconsideration process w/Schlenker
30. Literacy updates (w/Mandy King)
31. Literacy Plan Compliance/Work closely with Ms. Leddy & Mrs. Steele (at-risk initiatives & PD)
32. School Advisory Council
33. Data Chats with AP, EOC, and FSA teachers
34. Development and implementation of PLC plan (w/Mr. Rowell)
35. Management of PLC process/meetings
36. In-service/Early release days
37. Interviews & hiring within IP groups
38. Marzano/Evaluation rubric training for staff
39. Mentor Teachers (TIP)
40. POP program/SPPP program/SRCSD Alt Cert Mentor Program (w/ mentors)
41. Administrative Professionals (Secretaries) Day
42. Technology w/ Mr. Rowell

43. Student/Teacher Recognition
44. At-Risk graduates
45. Oversee and manage APs & front office personnel/secretaries
46. IP of selected instructional (Math, CTE, ROTC, Title I, Media, Admin) and ed support staff
47. Other duties as needed

Leadership Team Member #2

Employee's Name
Amanda Leddy

LeddyA@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Guidance Responsibilities for 2025-26

1. Guidance Issues
2. Master Schedule
3. Registration process w/Curriculum guide updates
4. Testing: FSA/EOC/Make-Ups/FAST/CLT/PLAN/FSAA/PSAT/Advanced Placement/Local Assessments
5. Coordinate with Guidance Testing Assistant
6. PM Testing/Schedules
7. PM feedback/meetings/trainings
8. ESE Liaison
9. Instructional Initiatives (focused on Marzano practices)
10. Callout system administrator
11. Social Media Administrator
12. Dual Enrollment w/PSC & UWF
13. Locklin Technical Center/Santa Rosa Online
14. Employee Verification & Out of Field Reports
15. FTE Accountability/Audits & Roster verification
16. Certification issues
17. Accreditation process (when applicable) w/ Short
18. Summer School academics, testing, and transportation
19. Graduation activities w/counselors
20. Awards night
21. Hooding ceremony

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

Leadership Team Member #3

Employee's Name
Chad Rowell

RowellCG@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Buildings & Grounds Responsibilities for 2025-26

1. Facilities & Grounds
2. Maintenance needs/reports/work orders
3. Keys
4. Bell Schedules
5. Classroom Assignments (w/ Mr. Short)
6. Admin Duty Plan
7. Athletics Issues
8. Coaching Assignments (w/ Mr. Short & Mr. Blake)
9. OSO Oversight (w/ Mr. Short)
10. Athletic Oversight Meetings (with Short/Blake/Gillis)
11. Athletic Volunteers Alignment (as per county protocol)
12. FHSAA Representative
13. STEAM Management (w/ M. Knowlton)
14. Infrastructure Initiatives
15. Safety Team/meetings
16. Safety Drills/Reports
17. Emergency management plan/updates
18. Risk Management
19. School Calendar
20. Custodial Services: ABM
21. Transportation service issues: STA
22. Property Control
23. FISH Report
24. FSSAT Report
25. Facility Use requests
26. Religious Venue requests
27. Vending machines
28. Graduation: facilities
29. Capital Outlay report (w/ Short)
30. Construction issues
31. Lunch Duty plan
32. Social Media Administrator
33. ELA Data Chats w/PM Testing
34. PLC meetings/planning for 2024-25
35. Technology: COW locations & security, remote technology, technology maintenance
36. Review all email from J Harrell, R Laing, R Grimes, and D Hahn
37. Coordinate work through ISS/NJROTC
38. Rookie of the Year selection/process

39. Faculty/staff celebrations (cookouts)
40. Summer school facilities/Payroll/Community School/Athletics
41. Interviews & hiring within IP groups
42. At-Risk graduates
43. PLC groups
44. Oversee and manage groundskeeper
45. Oversee and manage AD & AD secretary & TA for Technology
46. IP of selected instructional (English, Fine Arts, PE, AD) and assigned ed support staff
47. Other duties as needed

Leadership Team Member #4

Employee's Name
Chafan Marsh

MarshC@santarosa.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

Student Services Duties for 2025-26

1. Discipline Issues
2. Truancy Issues, Truancy Meetings & Truancy Court
3. Attendance Issues, Procedures & Records
4. Student Activities (Assemblies, Pep Rally, Clubs/Organizations, Fundraisers)
5. Homecoming logistics (City of Milton, etc)
6. Transportation (Bus riders/discipline: George Blake)
7. SGA
8. Student Elections
9. Intervention Initiatives
10. PBIS
11. MTSS
12. PMPs /BMPs /TMPs
13. Math Data Chats w/PM Testing
14. School Improvement Process/SIP (w/Short)
15. Student of the Month Recognitions/Celebrations
16. CDAC and Trauma Informed Counselor
17. MFLC counselor
18. Threat Assessment Team (Chair)

19. IST Team (w/ TBD)
20. Pre-Arranged absences/Attendance waivers
21. Agenda Planners/Updates
22. Handbook Education/CoC Exams (w/ Deans)
23. Teacher Handbook updates
24. Parking
25. Duty Rosters (AM/PM)
26. Textbook inventory (W/ Cheryl Retherford)
27. Literature Distribution requests
28. Review all email from Warren Stevens
29. School Resource officer (Deputy Hyler)
30. School sign (w/ Gray Weaver)
31. Security cameras w/Deans & SRO
32. SREY selection/process
33. Volunteerism (w/ Savannah Cole, Derek Freeman & George Blake)
34. School Lunch Forms (w/ Savannah Cole)
35. Student Insurance
36. Student Service compliance checklist
37. Suite 360/COMPASS Mental Health Training
38. Department Chair Meetings (w/Short, Rowell, Leddy)
39. Summer Make-Up Exams
40. Interviews & hiring within IP groups
41. Virtual Graduation* (if necessary)
42. At-Risk graduates
43. PLC groups
44. Oversee and manage deans, SRO, secretary & attendance personnel
45. IP of selected instructional (Science, Social Studies, Deans) and assigned ed support staff
46. Other duties as needed

Leadership Team Member #5

Employee's Name
Savannah Cole

ColeS@santarosa.k12.fl.us

Position Title
Dean of Students

Job Duties and Responsibilities

This individual participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; and provides support for intervention fidelity and documentation.

1. Handles discipline for all grade levels
2. Duty before, during, and after school Santa Rosa MILTON HIGH SCHOOL 2024-25
3. Works with ISS instructor
4. Lunch duty daily
5. Works with volunteers/paperwork
6. Prepares discipline packets as needed
7. Threat assessment Team Chair
8. Truancy/absentee management with students
9. Liaison with teachers regarding discipline procedures
10. Testing proctor as needed
11. Mentors students on behaviors and academics
12. Serves on POP Teams as needed
13. After school duties as needed
14. Parent conferences as needed
15. Support M³ Mentoring Program
16. Works with volunteer approvals
17. Other duties as assigned

Leadership Team Member #6

Employee's Name
Derek Freeman

FreemanD@santarosa.k12.fl.us

Position Title
Dean of Students

Job Duties and Responsibilities

This individual participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; and provides support for intervention fidelity and documentation.

1. Handles discipline for all grade levels
2. Duty before, during, and after school
3. Works with ISS instructor
4. Lunch duty daily
5. Works with volunteers/paperwork
6. Prepares discipline packets as needed
7. Truancy/absentee management with students
8. Liaison with teachers regarding discipline procedures

9. Testing proctor as needed
10. Mentors students on behaviors and academics
11. Serves on POP Teams as needed
12. After school duties as needed
13. Parent conferences as needed
14. M³ Mentoring Programs oversight
15. Other duties as assigned.

Leadership Team Member #7

Employee's Name
Gray Weaver

WeaverG@santarosa.k12.fl.us

Position Title
Parent Engagement Liaison

Job Duties and Responsibilities

1. Assist in the development of Title I Parent/Community/Student Engagement activities and events.
2. Plan, organize, and oversee after hours parent/community/student engagement activities and events.
3. Organize stakeholders and community resources to be involved with parent/community/student engagement activities and events.
4. Advertise, promote, and communicate information regarding parent/community/student engagement activities and events through local media, social media platforms, and school/district websites.
5. Identifies, analyzes, and proposes solutions for problems encountered in the parent/community/student engagement activities and events.
6. Establishes and maintains cooperative relations with students, faculty, staff, parents, and stakeholders.
7. Assist principal in development and maintenance of Title I Budget, especially with regard to parent/community/student engagement activities.
8. Coordinate all Title I documentation.
9. Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations with regard to Title I.
10. Insure appropriate budgetary record keeping while working with school bookkeeper.
11. Prepare and submit required reports and maintain appropriate records.
12. Download all Title I documentation into appropriate platform.
13. Prepare for, and oversee, audits for Title I compliance.
14. Work directly with school principal and as a liaison for Title I planning, oversight, and compliance

with the Director of Federal Programs.
15. Serves as liaison between parents and the school with regard to early interventions with truancy.
16. Participates in activities for continued professional growth.
17. Attends trainings for Title I compliance and oversight.
18. Attends and participates in staff meetings.
19. Provides own method of transportation to various locations when required.
20. Assists in the interpretation and implementation of applicable district, state and federal policies, laws, and regulations to staff, agencies and school sites.
21. Performs other related duties/tasks as required by school site supervisor.

Leadership Team Member #8

Employee's Name
Brooke Steele

SteeleB@santarosa.k12.fl.us

Position Title
Literacy Coach

Job Duties and Responsibilities

1. Follow policy/protocol and directives from SRCSD Literacy Department.
2. Serve the students at MHS as Literacy Coach.
3. Work directly with MHS administrative team, specifically Principal Tim Short.
4. Meet periodically with Principal to discuss literacy data and needs and to offer input on how to best serve these specific needs.
5. Work closely with ELA and Literacy teachers at MHS offering support to both departments.
6. Work with PMPs within the ELA department.
7. Meet weekly in admin team meetings each Monday.
8. Help coordinate, plan, and prepare Celebrate Literacy Week.
9. Be heavily involved in planning, promoting, and integrating reading initiatives throughout the year.
10. Oversee START Reading program.
11. Other duties and responsibilities as needed.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The MHS SIP was developed with collaboration from multiple stakeholders. During pre-planning, on August 6, 2025, at 1:00 PM, teachers and staff are invited to a meeting to offer input and share insight in development of the SIP. Teachers from core subjects, especially those in tested areas, are asked for ideas, strategies, and other input necessary to help create the 2025-26 MHS SIP. The School Advisory Council was also invited to attend the School Improvement Planning meeting on August 6th at 1:00 PM. The meeting was be held at 1:00 PM in the MHS Agriculture Classroom 006.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided, and discussion will occur as to any barriers in applying the strategies of the plan.

Also, at the conclusion of each round of PM testing, core teachers in ELA and Math will be gathered to meet with the admin team to discuss PM I and PM II results. These meetings will be used to disaggregate and review data. These meetings will also be utilized to examine trends, strengths, weaknesses, and compare results to previous years of PM testing. The result will be collaborative planning within subject areas (9th ELA, 10th ELA, algebra, geometry) in order to promote continuous improvement across these tested core subject areas.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**56.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	498	474	448	481	1,901
Absent 10% or more school days	127	114	110	184	535
One or more suspensions	83	74	49	43	249
Course failure in English Language Arts (ELA)	0	14	14	4	32
Course failure in Math	0	18	11	3	32
Level 1 on statewide ELA assessment	97	80	81	95	353
Level 1 on statewide Algebra assessment	77	60	69	61	267

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	106	95	70	90	361

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	64	59	50	63	55	45	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	55	58	58	52	58	57			
ELA Lowest 25th Percentile	58	55	56	51	55	55			
Math Achievement*	47	59	49	48	59	45	38	49	38
Math Learning Gains	48	48	47	48	47	47			
Math Lowest 25th Percentile	41	41	49	47	42	49			
Science Achievement	67	80	72	67	78	68	67	76	64
Social Studies Achievement*	69	80	75	70	79	71	64	73	66
Graduation Rate	94	92	92	93	92	90	91	91	89
Middle School Acceleration									
College and Career Acceleration	73	69	69	69	70	67	62	66	65
Progress of ELLs in Achieving English Language Proficiency (ELP)		67	52		48	49	10	57	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	604
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	60%	61%	53%	52%		61%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	44%	No		
Asian Students	70%	No		
Black/African American Students	45%	No		
Hispanic Students	69%	No		
Multiracial Students	65%	No		
White Students	61%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	52%		55%	58%	47%	48%	41%	67%	69%		94%	73%	
Students With Disabilities	27%		50%	50%	24%	38%	27%	48%	45%		88%	45%	
Asian Students	71%		69%										
Black/African American Students	32%		52%	74%	19%	24%	9%	42%	40%		97%	58%	
Hispanic Students	50%		61%	81%	52%	38%		78%	84%		100%	75%	
Multiracial Students	51%		54%	58%	49%	57%		67%	71%		98%	77%	
White Students	54%		55%	53%	49%	50%	42%	69%	72%		92%	73%	
Economically Disadvantaged Students	46%		55%	57%	40%	45%	34%	61%	63%		90%	68%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%				38%			67%	64%		91%	62%	10%
Students With Disabilities	18%				16%			32%	27%		86%	27%	
English Language Learners					10%								
Asian Students									90%				
Black/African American Students	32%				14%			48%	33%		94%	47%	
Hispanic Students	53%				47%			69%	62%		89%	68%	
Multiracial Students	35%				35%			64%	65%		88%	51%	
White Students	47%				41%			69%	67%		91%	65%	
Economically Disadvantaged Students	37%				31%			61%	52%		86%	51%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	53%	64%	-11%	58%	-5%
ELA	9	53%	62%	-9%	56%	-3%
Biology		68%	78%	-10%	71%	-3%
Algebra		34%	59%	-25%	54%	-20%
Geometry		66%	68%	-2%	54%	12%
History		71%	78%	-7%	71%	0%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	14%	-4%	16%	-6%
Biology		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History		** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		16%	20%	-4%	18%	-2%

III. Planning for Improvement

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

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

Most Improvement

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

Geometry proficiency improved by 15% (from 51% to 66%) during this past year. This was a return to expected testing levels after a large decrease in proficiency during the previous year.

The next area of greatest increase was in ELA Lowest Quartile Learning Gains with an increase of 7%. In our second year of the Raise the Bar (RTB) program, we implemented a few changes from lessons learned in year one of the program to help strengthen it this past year. RTB ELA classes were organized by levels with Level 1 students and Level 2 students being put into like-leveled classes. This allowed for more specific, direct instruction alleviating the need for as much differentiation from the teachers. The ELA teachers could better focus on providing explicit instruction targeting specific needs of ALL students in the class throughout the year.

Lowest Performance

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

The lowest tested area was (once again) Algebra I. The was a dramatic dip in proficiency falling from 53% down to 36% for 2024-25. Also, several subgroups had disappointing results. Math Lowest Quartile Learning Gains dropped to 27% for SWD and to 9% for Black/African American students. The largest contributing factor is from the spike in test scores in 2023-24 due to a change in scheduling for struggling algebra students. MHS began putting all level 1 freshmen math students in Algebra 1A in 2023-24. In 2024-25, those students then moved into Algebra 1. Therefore, the lowest level of Algebra students did not take the Algebra exam in 2023-24 which inflated the scores. However, these low level I Algebra students were reintroduced back into testing in 2024-25, which created a drop in scores to 36%.

Greatest Decline

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

The largest area of decline for the current year was in the area of Mathematics Lowest Quartile

Learning Gains which dropped 6% down to 41%.

Also, Algebra I scores dropped 17 percentage points down to 36%. MHS began putting all level 1 freshmen math students in Algebra 1A in 2023-24. In 2024-25, those students then moved into Algebra 1. Therefore, the lowest level of Algebra students did not take the Algebra exam in 2023-24 which inflated the scores. However, these low level I Algebra students were reintroduced back into testing in 2024-25, which created a drop in scores to 36%.

Within the subgroups, Math Lowest Quartile Learning Gains dropped by 9% points in SWD and by 38% points for Black/African American students.

Greatest Gap

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

The greatest gap in proficiency is in Algebra I. The state has a 56% proficiency rate while Milton High sits at 36%. Thus, a -20% gap.

This is due to all level 3,4,5 students taking algebra at the feeder pattern middle schools, which leaves only level 1 and Level 2 students taking algebra once they reach high school. Algebra classes at MHS are mostly composed of students who have traditionally been Level 1 or Levels 2 students in mathematics, usually throughout their entire educational career.

EWS Areas of Concern

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

Attendance will continue to be a true area of focus for the upcoming year. MHS had an attendance rate of just over 91.5%. This means each students missed an average of 16 school days for reasons that were non-school related. When couple with all of the school-related absences (due to testing, field trips, sorts, extracurricular activities, etc.) each student was missing from class on an average of 24-25 days. Mild improvements were seen this past year. We feel like the Early Semester Exam Attendance Initiative played a small part in the mild improvement in attendance rates. However, we also feel that year two of this initiative will show even greater increases.

Highest Priorities

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

1. Raising Algebra I proficiency scores to a minimum of 40%.
2. Improving attendance rates to 93% in 2025-26.
3. Improving Mathematics Lowest Quartile Learning Gains for all students to at least 50%. including increasing Mathematics Lowest Quartile Learning Gains for SWD to 35%. and for Black/African American students to 45%.

4. Improving Social Studies (US History) and Biology results to a 75% proficiency level in each area.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

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

With the low proficiency scores in Algebra I, and the resulting decrease in both Learning gains and lowest quartile learning gains in mathematics from the previous year, there will be an increased focus on collaborative planning with a focus of implementation of new pacing guides for the Algebra I curriculum. Use of pacing guides are an expectation of district leadership which trickles down to school site leadership. The pacing guides will ensure that all standards are being taught and will also delineate a common timeframe in which they are to be taught. This implementation the pacing guides should lead to increased common collaboration regarding the Algebra I curriculum, timelines for instruction, and collaborative instructional practices among the Algebra I teachers.

Pacing guides will also be utilized in 9th ELA, 10th ELA, Biology, US History, and Geometry. All areas utilized pacing guides will be involved in PLC meetings focused on first-year implementation and use of pacing guides.

Measurable Outcome

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

The goal is to raise Algebra I proficiency to a minimum of 40% and both learning gains and lowest quartile learning gains up to a minimum of 50% each. Also, would like to raise proficiency rates in biology and US History to 75% proficiency level in each.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The designated administrator for math will attend PLC meetings with Algebra I teachers this year. The focus will be the implementation and utilization of pacing guides within the course. The PLC meetings will foster collaborative communication regarding standards, timelines, instructional

practices, and strategies for improvement. Also, increased visitation of Algebra I classrooms with walkthroughs by the designated administrator will provide increased opportunities for feedback for teachers.

Also, PLC meetings will center on the use of Pacing Guides for 9th ELA, 10th ELA, Biology, US History, and Geometry in hopes of increasing proficiency rates.

Person responsible for monitoring outcome
Tim Short-Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Implementation and use of Pacing Guides coupled with collaborative planning in PLC meetings (which leads to collective teacher efficacy): Collective Teacher Efficacy (Effect Size: 1.57) This is the most powerful strategy on Hattie's list of high yield teaching strategies. It means that teachers believe they can improve student learning by working together. When teachers have strong teamwork and believe in their skills, students do better. Pacing Guides offer the opportunities for the following: Teacher Clarity (Effect Size: 0.75): A well-designed pacing guide provides a clear roadmap of the curriculum, including learning objectives and expectations for each unit or week. This naturally supports Hattie's focus on teacher clarity by ensuring teachers are clear about what they want students to learn and the planned learning journey. Targeted Instruction (Effect Size: 0.59): By outlining content and skills across the year, pacing guides can assist teachers in prioritizing learning objectives and identifying opportunities to strategically implement high-impact strategies where they are most needed. Collaborative Learning(Effect Size: 0.41) : Pacing guides, particularly when shared and discussed among teachers of the same course or grade level, can foster collaboration and a unified approach to instruction, according to Edutopia. This collaboration can enhance the implementation of high-yield strategies like collaborative learning by ensuring consistent expectations and shared resources for group work. Assessment and Feedback (Effect Size: 0.73): Pacing guides can integrate assessments and checkpoints throughout the year, facilitating the provision of timely and specific feedback to students, notes TAO Testing. This alignment supports Hattie's emphasis on the crucial role of feedback in student learning.

Rationale:
This is the most powerful strategy on Hattie's list of high-yield strategies. It means that teachers believe they can improve student learning by working together. When teachers have strong teamwork and believe in their skills, students do better.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative planning between Algebra I and Geometry teachers respectively and Title I math interventionist, along with supporting administrator.

Person Monitoring:
Tim Short

By When/Frequency:
After PM I/PM II testing.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Also, collegial planning/collaboration times will be provided for Algebra I and Geometry teachers by hiring substitute through Title I funds. These sessions will be for teachers to dig into their individual PM testing data and then to collaboratively plan, develop, and implement strategies to help students' progress towards proficiency in these tested areas. Administrators will continually monitor PM I/II data and work with Title I math interventionist to develop these collegial planning/collaboration meetings.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Graduation

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

Attendance will once again be an area of focus for the upcoming year. The attendance rates for students at MHS was only 91.5% for the 2024-25 school year. This means each student missed an average of 15.5 school days for reasons that were non-school related. When coupled with all of the school-related absences (due to testing, field trips, sorts, extracurricular activities, etc.) each student was missing from class on an average of 20-24 days. Increased attendance rates will increase daily face-to-face instructional time between students and teachers, therefore resulting in improved scores on state mandated testing.

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

The attendance rates for students at MHS was slightly over 91.5% for the 2024-25 school year. The goal is to attempt to grow the overall attendance rate to a minimum of 93%. for the 2025-26 school year.

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Attendance will be monitored through the Student Services office, specifically the assistant principal over Student Services. Truancy meetings will be scheduled as needed and MHS will institute an initiative that aims to increase attendance rates across the student population. Also, attendance rates will be continually monitored throughout the year, especially quarterly, and in the middle of each nine-weeks.

Person responsible for monitoring outcome
Chafan Marsh - Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Students' attendance needs to improve. An Early Semester Exam Initiative will be introduced that ties good attendance with grades to allow underclassmen to take their semester exams when seniors complete their exams, thus completing their coursework and allowing them the option to miss the half-days of school that accompany underclassmen semester exams. The hopes are that the student who averages 15 absences per year will cut those in half. Behavioral Intervention programs are identified by Hattie as a high-yield strategy (.62) that will further increase instructional time in classrooms.

Rationale:
Milton High had an attendance rate of 91.5% in 2024-25 meaning each student missed an average of 15 days of class for non-school related reasons. The Early Semester Exam Initiative is an attempt to reduce those numbers to six or fewer absences for students in order to qualify for the early exams. The hopes are that the student who averaged 15 absences per year will cut those in half. The goal is that the attendance rates will increase to over 93% for the 2025-26 school year. After implementing the Attendance Exam Initiative during the 2024-25 year, there was a slight improvement in attendance. However, we feel that the second year will show even a greater increase as many students saw their friends be able to stay home late in the year after testing early due to good attendance coupled with good grades.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Communicate the Early Semester Exam Initiative to students, parents, and stakeholders both identifying the need, the plan/purpose, and the procedure. Teachers will be at the forefront of

communicating directly with students. Posters have been made for every classroom and will be posted in the hallways. This communication will also be available on the morning announcements and scrolled throughout the day on TVs. The Early Semester Exam Initiative will also be communicated via callout system and social media.

Person Monitoring:
Chafan Marsh / Tim Short

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be at the forefront of communicating directly with students. Posters have been made for every classroom and will be posted in the hallways. The Early Semester Exam Initiative will also be communicated via callout system and social media.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

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

2024-25 EOY surveys revealed that teachers are still seeking help in improving attendance for students and minimizing classroom disruptions to maximize the use of instructional time. An increase in student attendance and uninterrupted class time would help foster a positive culture that would permeate the campus allowing teachers to increase their face-to-face minutes with students, have fewer interruptions during the school day, and better create a consistent pattern of attendance that would improve instruction and student outcomes, thus improving teacher efficacy. When a team of individuals share the belief that through their unified efforts, they can overcome challenges and produce intended results, groups are more effective. MHS had a 91.5% attendance rate for 2024-25 meaning each student missed an average of 15 school days for non-school related absences (as well as even more days for school functions such as field trips, testing, extracurricular events, athletic contests, etc.).

Measurable Outcome

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

The goal is to increase attendance rates for students, raising overall attendance to at least 93% across all grade levels.

Monitoring

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

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

Person responsible for monitoring outcome
Chafan Marsh / Savannah Cole / Derek Freeman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
MHS will further implement a program to promote attendance by allowing students with a combination of solid grades and good attendance to take their semester exams early when seniors complete their exams. This behavior program (Hattie .62) will be used to motivate (Hattie .42) and incentivize improved attendance. With this being the second year of the program, many returning students saw many of their friends not have to attend the final 3-4 days of school when they met the attendance criteria in 2024-25. Many have stated they will work harder to improve attendance this year in the attempt to take early semester exams.

Rationale:
By incentivizing attendance (coupled with grades), it is believed that students will improve their overall attendance rate to take their semester exams early.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
MHS will continue with monthly attendance/truancy meetings with students and parents in order to improve communication of expectations for attendance. The meetings will also be used to identify problems and try to create solutions to improve attendance. Any student who has missed 5 or more out of the 20 days per month will automatically trigger a parent meeting regarding attendance/truancy. MHS has also developed Student/Parent Compacts that outline expectations for behaviors and attendance. These may also be utilized to be signed by stakeholders.

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The Early Semester Exam Initiative is being promoted on the school website, via social media, and through posters placed in every teacher's classroom. Students with a combination of solid grades and good attendance will be allowed to take their semester exams early when seniors complete their exams during May 18-20, 2026. The following criteria must be met: Students have an "A" average and a total of 6 or fewer non-school related absences for the entire year. Students have a "B" average and a total of 4 or fewer non-school related absences for the entire year. Students have a "C" average and a total of 2 or fewer non-school related absences for the entire year.

Person Monitoring:	**By When/Frequency:**
Chafan Marsh / Derek Freeman	Monthly

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

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

Action Step #2

Panther Pacts will be utilized to address poor attendance through the use of positive behavior supports.

Person Monitoring:	**By When/Frequency:**
Savannah Cole	Bi-Weekly

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

Students with poor attendance will be identified at the end of the first quarter, and each quarter thereafter. Mrs. Savannah Cole will meet with them and involve parents while discussing the Panther Pact. Each Panther Pact will set individual attendance goals with students to work towards. If these goals are met, then the student will have selected a desired reward at the onset of the Panther Pact which will then be awarded at the end of each subsequent quarter/semester in which the established goal is set.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Milton High School has a long history of support within the Milton community. Over the past 100 years, MHS has fostered a family attitude and sought the support of ALL stakeholders in helping the school work towards its mission statement and goals. There is a robust communication system in place through the callout system (now Aptegy/Thrillshare/Rooms) that is used to community with parents and guardians. The use of social media sites (specifically Facebook) broadens the potential for communication to those who do not have children attending the school. There is an open invitation

to community stakeholders to be involved in the goings-on at MHS. Title I Parent Engagement Nights also create opportunities for a variety of stakeholders to be involved in a variety of aspects with the school.

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Title I funds are used to supplement instructional needs, especially for struggling students. Resources are purchased to enhance learning opportunities. The resources included personnel (Title I math interventionist, paraprofessional utilized for credit recovery for students with IEPs/504 plans, paraprofessional utilized for support for dual certified teachers and Academic Intervention Specialist for freshmen), instructional technology, instructional resources, and parent engagement opportunities.

Through the SRCSD, Milton High partners with Locklin Technical to provide numerous CTE course opportunities both while students are in high school and also post-graduation.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Milton High School will provide quality and age-appropriate mental health education through Suite 360. Florida Statute 1003.42 requires K-12 instruction for Substance Use and Abuse Prevention and Child Trafficking Prevention Education. Section 1003.42 (2)(n)(2) requires a lesson for students in grades 7 - 12 on teen dating violence and abuse. Florida State Board of Education Rule 6A-1.094124 requires school districts to provide 5 hours of data-driven instruction on civic and character education and life skills education through resiliency education using the education standards. These mandatory state requirements will be implemented through our weekly Mentoring Program at MHS. This will be our 3rd year utilizing our Mentoring Program at MHS to build strong relationships to serve our diverse population. All lessons will be completed online through a school wide plan utilizing a state required curriculum (Compass Curriculum). These lessons are all designed to enlighten and strengthen each students' skill set outside of core academic areas. MHS will also provide specialized mental health services through 2 CDAC counselors and our T.I.C. (Trauma Informed counselor). During the 2024-25 school year over 300 students needed services through our CDAC and T.I.C. counselors. MHS strives to teach all students the importance of volunteering, teamwork, kindness, inclusion, and many other attributes, through numerous extra-curricular sports, clubs, and student led organizations. Our goal at MHS is to graduate each student and equip them with the tools to become a productive citizen

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

CTE opportunities abound at Milton High School. There are many robust CTE Academies at MHS including Accounting & Finance, Advanced Manufacturing, Agritechnology, Aviation, Business & Entrepreneurship, Culinary Arts, Digital Multimedia, DCT/OJT Pathways, Ducks Unlimited Pathway, Gaming & Simulation, Teaching, and Television Production. Teachers for these CTE subjects advertise and recruit students throughout the year by word of mouth, postings around campus, school

media services, via MHS social media, at STEAM Night, and on the school webpages. They are also involved in numerous hands-on activities which make these CTE classes appealing.

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

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Milton High School has a school wide behavior plan with Tier 1, Tier II, and Tier III interventions. Our initial implementation occurs with students being read school wide and classroom behavior plans on the 1st day of school by their teachers. Our goal is for every student to understand basic behavior expectations from day one of the school year. Also, within the 1st week of school we will set aside a day to cover Santa Rosa County School District's Code of Conduct and test each student individually. This is our Tier I intervention for all students enrolled at Milton High School. Tier II interventions are implemented with students who need additional guidelines to help them succeed. Some of those guidelines are Behavior Contracts, CDAC Referrals, FAST Pass, and Behavior Monitoring Plans. Tier III interventions at Milton High School consist of Parental Conferences, Behavior Contracts, and daily contact/check-ins to help the student succeed. Milton High School takes great pride in helping all of our students find success on our campus. Following the guidelines established by the Individuals with Disabilities Education Act, Milton High School provides Individualized Education Plans for over 500 students. There are also about 150+ 504 Plans that are active. The ESE Department, ESE District Liaison, and MHS Faculty work extremely hard to meet all required accommodations or modifications determined under the IDEA or ESSA Act.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

PD is developed through the implementation of PLC meetings in the attempt to help teachers improve instruction. There is a structure to these regularly scheduled PLC meetings which is disseminated to all instructional staff during pre-planning. The PLC meetings are designed to allow teachers

collaborative opportunities both within their own departments, as well as cross-curricular. Within the departments, opportunities to explore data are provided, especially after Progress Monitoring (PM) I and PM II. Teachers will look at their own data and then compare data with other teachers within the same subject. This is an attempt to identify strengths and weaknesses of past instruction, discuss effective strategies utilized by teachers, provide insight on upcoming instructional needs, and provide opportunities for teacher collaboration in development of upcoming lessons. Also, Title I funds will be utilized to provide substitute teachers each semester to create an opportunity for 9th grade ELA, 10th grade ELA, Algebra I, and Geometry teachers to spend time looking at PM data and collaborating to improve instruction.

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

While we do not currently have school improvement funding allocations, Milton High is fortunate enough to have Title I Funds (approximately $400,000). These funds are utilized to address afterschool and weekend academic opportunities, specifically in the areas of Mathematics, Literacy, ELA, Civics, and STEAM. These funds will be used as supports for identified Areas of Focus to help the students, primarily in the attempt to provide opportunities to improve Algebra I proficiency rates, but also with biology and US History. Support personnel, supplemental academic resources, technology, and tutoring opportunities will be provided in various manners throughout the year to address deficiencies and increase academic successes with this identified area of weakness. Also, MHS staff will be afforded opportunities for collaborative PD to discuss PM data and brainstorm ideas to serve these students. When appropriate and applicable, MHS staff will also be allowed to travel to PD opportunities as identified throughout the SIP.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

There are several needs that will be addressed by utilizing Title I funds in a variety of ways. Obviously, our Algebra I scores lag far behind the district and state levels as MHS had a 36% proficiency rate in 2024-25.

While each of our ESAA subgroups each collectively moved above the 41% federal threshold, there are still areas of needed growth within a couple of the subgroups. Our SWD had only a 27% proficiency rate in ELA (increase of +8 from previous year) and 24% in mathematics (+5% from previous year). Our Black subgroup only showed proficiency rates of 32% in ELA and 24% in mathematics, along with (9% math lowest quartile learning gains.).

The deficiencies will be addressed by using Title I funds to hire personnel, purchase software and technology, provide numerous tutoring and review programs, allow for transportation home after some of the tutoring and review sessions, hire substitutes for ELA and math teachers so they may effectively collaborate and review PM testing data to better plan and prepare, allow for PD opportunities for teachers (especially during summer hours) to travel to conferences. Also, PLCs focusing on the implementation of pacing guides, while not a Title I initiative, will better address

standards alignment and will force improved teacher collaboration.

Personnel hired from Title I Funds (Salary/benefits/retirement/FICA/etc.):
1. Parent & Family Engagement Liaison to manage Title I expenditures, communicate with parents, over Parent & Family Engagement events, etc.
2. Math Interventions (1/2 day) to provide individual and small group instruction to struggling students in mathematics and help prepare them for upcoming assessments (ACT/SAT. PSAT. CLT. FAST algebra/geometry retakes, etc.)
3. Academic Intervention Specialist (1/6 day) to provide intensive supports to freshmen with regard to academic needs, attendance issues, and behavioral concerns.
4. Paraprofessional for Behavior Interventions to help cover ISS, work detail, etc. and also provide behavior supports through mentoring opportunities and positive behavior interventions.
5. Paraprofessional to help dual certified ELA teachers by supporting students with IEPs and helping the teacher manage such a diverse workload.

Technology/Supplies/Software:
1. Purchase 60 iPads, accompanying COW cart, 60 cases, 60 wired keyboards, and JAMFS licenses to utilize with our struggling students, especially those subgroups as identified within ESSR subgroups that need to raise proficiency levels.
2, Purchase 250 Casio fx-260 solar calculators for the Algebra IA students as these are the most struggling math students on campus and also contain many students identified in the SWD subgroup as below the federal index.
3. Purchase 50 study prep books for the CLT exam and another 50 study prep books for SAT-ACT review.
4. Purchase basic supplies such as paper, notebooks, pencils, toner, invitations, for preparation for Parent & Family Engagement Nights and for at-risk students to use in their intensive math/ELA classes.
5. Purchase 75 books "Unbroken" for book students for struggling students (and their parents) involved in the Raise the Bar (RTB) programs. These will be utilized in an after-hours book study with the RTB students and their parents.

Professional Development:
1. Teachers of 9th/10th ELA/Algebra/Geometry will be afforded opportunities to collaborate, analyze PM testing data, and plan for upcoming weeks through the purchase of substitute teachers. The collaborative time afforded by use of the substitutes will be facilitated and led by the Literacy Coach or the Math Interventionist. Data will be reviewed for growth, areas of strength and weakness, and specific teacher individualized success and deficiencies. Collaborative planning will them target areas of need and develop pacing guides and lessons to address the areas of need.

2. Teachers will be afforded opportunities to attend summer workshops in order to help foster growth with the educator in specific subject areas, behavior management, at-risk students, teaching strategies, etc. Title I funding will be utilized for travel expenses to various conferences: FCTM/ NCTM/FETC/NSTA/Innovate School Summit/ISTE/ESEA/Marzano Building Expertise/Model Schools Conference and other PD opportunities for instructional staff (vehicle rental/travel/air fare, hotels, meals, in-town travel, parking fees, tolls, registration fees).

Tutoring/Remediation Opportunities:
1. MHS will host after school math tutoring for two hours each week to help address academic performance. Math tutor will be paid through Title I funds.
2. MHS will host after school ELA tutoring for one hour every other week to help address academic performance. ELA tutor will be paid through Title I funds.
3. MHS will have the Edgenuity credit recovery lab open for four hours each week to provide opportunities for students to recover credits and/or replace low grades. Paraprofessional monitor will be paid through Title I funds. This will begin during the second nine-weeks.
4. MHS will host four quarterly ACT/SAT Weekend Workshops to help prepare students for these exams. Four teachers will be paid through Title I funds to provide explicit instruction in Math, ELA, Reading, Science or other topics as needed at each session.
5. MHS will host two Civics Workshops to help prepare students for the Civics exam. Two teachers will be paid through Title I funds to provide explicit instruction in Civics/Government, etc. at each session.
6. FAST Bootcamps will be held prior to FAST 9th ELA/10th ELA/Algebra/Geometry. The bootcamps will provide intensive review in each subject prior to the state administration of the appropriate FAST exam. On average, two or three teachers will be hired through Title I funds for each of the FAST bootcamps to provide this explicit instruction.
7. Transportation for students will be provided at select after-hours/weekend tutoring, workshops, and/or boot camps. Title I funding has been allocated to provide for payment of a certified bus driver for 60 hours throughout the 2025-26 school year.

Parent & Family Engagement Nights (PFEN):
1. MHS will host PFEN targeting freshmen/new students by identifying resources that available to incoming 9th grade/new students. The resources include support academically, socially, emotionally, tutoring, at-risk supports, and mental health.
2. MHS will host a series of four PFEN that revolve around a book study of "Unbroken." This book study will target those most struggling 10th grade students in the Raise the Bar (RTB) program and intensive reading. The RTB students are comprised of many students from the ESSR subgroup SWD that are below the 41% federal threshold for proficiency.
3. MHS will host PFEN targeting at-risk seniors by meeting individually with seniors and their parents

regarding exactly what is still needed as a graduation requirement. This discussion will include missing credits, low GPA, state required testing, and any other barriers that may get in the way of the seniors earning their diploma.

4. MHS will host a job fair for students 16 years of age or older, as well as their parent and community members. MHS will host up to 60 local businesses that are looking to hire. Prior to the job fair, MHS will host PFEN with presentations from multiple staff members regarding topics such as building resumes, interviews, first impressions, employability, resources to improve job skills and marketability.

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

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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