

Santa Rosa County School District

East Milton Elementary School



2022-23 Schoolwide Improvement Plan

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East Milton Elementary School

5156 WARD BASIN RD, Milton, FL 32583

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

Demographics

Principal: Nadia Colin

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2020-21: (36%) 2018-19: B (55%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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.

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.

East Milton Elementary School's mission is to love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

East Milton Elementary School provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Colin, Nadia	Principal	<p>Per Santa Rosa County-Elementary School Principal- HR job Description:</p> <ol style="list-style-type: none"> 1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short-range instructional and facility needs. 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. 14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. 15. Coordinate facility and support service requirements with appropriate district offices. 16. Coordinate and supervise the transportation services at the assigned school. 17. Manage the discipline of students on buses, including statutory provisions for suspension. 18. Maintain a high visibility within all areas of the facility. 19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. 20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. 21. Manage and supervise the function of financial

Name	Position Title	Job Duties and Responsibilities
		<p>planning for the school, including the preparation of the school's budget.</p> <p>22. Manage and supervise, through wise use, the financial resources of the school.</p> <p>23. Manage and administer the function of purchasing by the school to ensure maximum educational value of</p> <p>supplies, materials, equipment and services.</p> <p>24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.</p> <p>25. Manage and administer the preparation of financial reports for the school.</p> <p>26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.</p> <p>27. Manage and administer through statute and District guidelines, the school food service program.</p> <p>28. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
Hall, Meghan	Assistant Principal	<p>Per Santa Rosa County Schools-Elementary School Assistant</p> <p>Principal-HR Job Description:</p> <ul style="list-style-type: none"> • Coordinate all aspects of elementary curriculum. • Coordinate faculty, year level and individual teacher's planning, as assigned. • Assist teachers in interpreting and implementing the district's curriculum. • Coordinate, as assigned, research related to curriculum development. • Recommend curriculum adjustments to meet the special learning needs of individual children.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist teachers in organizing classrooms for effective learning. • Implement and schedule the standardized testing program when assigned. • Establish and maintain a system of school-wide textbook accountability. • Schedule and plan in-service programs and prepare required reports. • Work with the media specialist in adapting and improving the use of media in the school. • Participate in proposed and on-going curriculum development projects. • Serve, at the direction of the Principal, as advisor and special consultant to probationary employees. • Coordinate the grade placement and grouping of children. • Assist the Principal in planning and carrying out staff and parent curriculum meetings. • Serve as the administrative representative on the school's MTSS Team. • Complete special assignments assigned by the Principal. • Assume building supervisory responsibility in the absence of the Principal. • Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. • Assist in the supervision of all school activities and programs. • Supervise students in order to maintain a safe and orderly environment. • Assist the Principal in planning and implementing the school improvement program. • Assist the Principal and other staff in maintaining a clean and safe school plant. • Assist in the selection, supervision and evaluation of all school personnel. • Prepare such records and reports as the Principal may assign. • Perform other incidental tasks consistent with the goals and objectives of this position.

Adkins,
Debra

Teacher, ESE

ESE Inclusion Department Chair

- Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within

Name	Position Title	Job Duties and Responsibilities
		<p>established lesson plans that support of the school improvement plan.</p> <ul style="list-style-type: none"> • Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans. • Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction. • Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration. • Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies. • Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development. • Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
Garcia, Heather	Teacher, K-12	<p>4th Grade Department Chair</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific

Name	Position Title	Job Duties and Responsibilities
		<p>assignments for the purpose of providing an effective program that addresses individual student requirements.</p> <ul style="list-style-type: none"> • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
<p>Flanagan, Heather Brie</p>	<p>Teacher, K-12</p>	<p>5th Grade Department Chair</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
<p>Brown, Tami</p>	<p>Teacher, K-12</p>	<p>3rd Grade Department Chair</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
<p>Kries, Whitney</p>	<p>Teacher, K-12</p>	<p>2nd Grade Department Chair</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
Burks, Alyssa	Teacher, K-12	<p>1st Grade Department Chair</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
Cole, Savannah	Teacher, K-12	<p>Kindergarten Department Chair</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
Barlow, Michelle	Instructional Media	<p>Library Media Specialist/Special Area Department Chair</p> <ul style="list-style-type: none"> • Organizes and implements an open-concept media

Name	Position Title	Job Duties and Responsibilities
		<p>program which fully supports the educational goals and objectives of the school.</p> <ul style="list-style-type: none"> • Supports curriculum through cooperative planning and consultation with faculty and administration. • Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development. • Instructs small and large groups in sequential information retrieval skills. • Teaches lessons with specific objectives defined by and in cooperation with individual teachers. • Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology. • Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests. • Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction. • Conducts ongoing formal and informal faculty Inservice in the field of technology. • Trouble shoots malfunctioning equipment. • Evaluates, selects, and orders print and non-print materials, and removes those no longer usable. • Establishes circulation procedures which assure maximum availability of resources to all patrons. • Initiates and directs management procedures for Media Center, including supervision of clerical routines and maintenance of all records relating to collection management. • Prepares and submits all required reports for Media Center usage and activities. • Formulates and administers Media Center budget. • Supports professional organizations at district, state and national levels. • Evaluates and restructures media program, as needed, soliciting input from total school population. • Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as

Name	Position Title	Job Duties and Responsibilities
		<p>assigned by the principal.</p> <ul style="list-style-type: none"> • Provides own method of transportation to various locations when required.
White, Kristen	Reading Coach	<p>Assist in the development, interpretation and implementation of the district K-12 Comprehensive Research-based Reading Plan</p> <ul style="list-style-type: none"> • Assist in monitoring fidelity of implementation of the K-12 Comprehensive Research-based Reading Plan • Provide assistance in implementation of the K-12 Comprehensive Research-based Reading Plan to schools that do not have an assigned reading coach • Collect, interpret, and analyze student assessment data to inform reading instruction and determine staff development needs at the school and district level • Develop and conduct professional development (face-to-face and/or online) sessions acquainting coaches/teachers with successful and innovative literacy strategies for classroom instructions and assessment • Assist in appropriate in-service activities including modeling lessons, especially in schools that do not have an assigned reading coach • Assist in the coordination and facilitation of district school-based literacy training programs with the Coordinator of Literacy • Assist in the selection, staff development, and implementation of appropriate instructional materials • Plan, coordinate, implement, and maintain documentation of district literacy and parent involvement activities • Collaborate, monitor, and facilitate learning communities/book forums for literacy staff development • Possess a working knowledge of the Language Arts Florida State BEST Standards • Stay abreast of current research-based literacy practices through study and discussion of professional literature, membership and attendance in professional organizations • Assist in the interpretation and implementation of applicable district, state, and federal policies, laws, and regulations to staff, agencies, and school sites • Provide staff development of and mentoring of new reading coaches and assistance to experienced reading coaches • Work with the Coordinator of Literacy to promote the district literacy initiatives

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Perform other tasks and/or responsibilities related to the K-12 Comprehensive Research-based Reading Plan and the district reading program as assigned by the Coordinator of Literacy • Provide own method of transportation, when required, to visit various sites • Provide appropriate information to the Superintendent, Assistant Superintendents, Directors, Coordinator of Literacy and other district personnel as requested • Maintain official records and files and perform other incidental tasks consistent with the responsibilities of this position • Assist the Director of Federal Programs with the Coordinator of Literacy in the evaluation of all related reading activities and initiatives
Craft, Emily	Math Coach	<ul style="list-style-type: none"> • Provide daily intensive math instruction to K-5 students. • Promotes family involvement in education through partnerships between schools and parents • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families • Provides information, training, and support for families and educators regarding math intervention • Collaborates with all professional and support personnel in the delivery of math intervention • Assess students using a variety of measures to determine appropriate instructional needs • Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students • Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school math data and plan for math intervention needs • Document and monitor math data • Organize and monitor intervention groups • Communicate with faculty and staff with professionalism • Demonstrate characteristics of an on-going learner • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately • Serves as a math contact between the Math Department and elementary schools

Name	Position Title	Job Duties and Responsibilities
Richards, Leslie	Other	<p>Reading Interventionist</p> <p>Intervention Team Department Chair</p> <ul style="list-style-type: none"> • Provide daily intensive reading instruction to K-5 students. • Promotes family involvement in education through partnerships between schools and parents • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families • Provides information, training, and support for families and educators regarding reading intervention • Collaborates with all professional and support personnel in the delivery of reading intervention • Assess students using a variety of measures to determine appropriate instructional needs • Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students • Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for reading intervention needs • Document and monitor literacy data • Organize and monitor intervention groups • Communicate with faculty and staff with professionalism • Demonstrate characteristics of an on-going learner • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately • Serves as a reading contact between the Literacy Department and elementary schools • Supports schools and parents in developing "Read at Home" plans for Tier III students as required by the District Literacy Plan
Cannon, Candace	Behavior Specialist	<p>Behavior Coach</p> <ul style="list-style-type: none"> • Collaborate with school leadership to develop and implement/maintain a school wide positive behavior supports system to address the needs of all students, using a tiered intervention model. • Collaborate with teachers and administrators to identify students in need of behavior intervention and Tier III and IEP goals for behavior. • Develop Functional Behavior Assessments and Individual Positive Behavior Intervention Plans with for identified students in collaboration with the classroom teacher using multiple data sources and district behavior staff.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Maintain documentation of student progress collaboratively with classroom teacher through data collection on target behaviors and designated training goals • Develop and deliver individualized and group professional learning experiences for teachers in best practices for classroom management, positive behavior support, and cultural competency. • Model, coach, and observe implementation of positive classroom management techniques in the classroom. • Develop and deliver learning experiences for parents in positive behavior techniques. • Work directly with students in Tier II and Tier III for behavior and their parents to modify behaviors to reach successful outcomes. • Maintain all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document Discipline through designated system.

Kunkle,
Shana

Teacher, ESE

ESE Self-Contained Department Chair

- Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan.
- Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic

Name	Position Title	Job Duties and Responsibilities
		<p>needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.</p> <ul style="list-style-type: none"> • Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies. • Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development. • Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
Wells, Lynda	Paraprofessional	<p>Bookkeeper/Educational Support Staff Department Chair</p> <ul style="list-style-type: none"> • Maintains files of activities relating to school internal funds • Performs detailed clerical and bookkeeping duties for school internal funds • Coordinates with school personnel, students and vendors concerning account status • Prepares reports as needed or requested for the school and/or appropriate school personnel • Maintains status of internal budget during the year • Issues purchase orders and keeps record of purchases • Collects and receipts money from school activities in accordance with proper procedures • Makes bank deposits in accordance with proper procedures • Reconciles monthly bank statements in a timely manner • Maintains and inputs computer information regarding internal funds activities • Performs monthly and year-end close-outs • Performs related clerical and secretarial duties as required or assigned. (Duties do not include clinic duty, bus duty, hall duty, lunch duty, or textbook inventory).

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>requested</p> <ul style="list-style-type: none"> • Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures • Attends and participates in faculty meetings • Accepts responsibility for extra-curricular activities as assigned • Attends professional meetings and staff development activities • Maintains a valid Florida teacher's certificate • Provides own method of transportation to various locations when required • Performs other tasks and responsibilities as assigned by the principal

Demographic Information

Principal start date

Tuesday 6/1/2021, Nadia Colin

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

782

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's 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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	144	138	115	125	111	118	0	0	0	0	0	0	0	751
Attendance below 90 percent	22	49	22	32	22	26	0	0	0	0	0	0	0	173
One or more suspensions	1	4	3	4	3	7	0	0	0	0	0	0	0	22
Course failure in ELA	0	2	6	38	9	11	0	0	0	0	0	0	0	66
Course failure in Math	0	3	8	16	10	10	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	22	34	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	23	28	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	6	26	17	25	0	0	0	0	0	0	0	79

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	5	3	12	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Saturday 8/20/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%			45%			54%	68%	57%
ELA Learning Gains	52%			45%			56%	64%	58%
ELA Lowest 25th Percentile	41%			35%			62%	56%	53%
Math Achievement	46%			43%			59%	72%	63%
Math Learning Gains	46%			18%			54%	67%	62%
Math Lowest 25th Percentile	35%			30%			54%	52%	51%
Science Achievement	32%			39%			49%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	71%	-15%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	44%	66%	-22%	58%	-14%
Cohort Comparison		-56%				
05	2022					

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	71%	-14%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	63%	73%	-10%	64%	-1%
Cohort Comparison		-57%				
05	2022					
	2019	58%	71%	-13%	60%	-2%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	65%	-19%	53%	-7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	39	35	23	24	21	23				
BLK	44	64		25	45						
HSP	43			44							
MUL	57	64		41	57						
WHT	49	51	39	47	46	34	33				
FRL	45	49	36	40	41	32	30				

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
SWD	17	18		21	42		8				
HSP	40			60							
MUL	60			37							
WHT	43	42	32	44	17	26	38				
FRL	43	44	33	41	15	15	36				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	41	54	34	51	46	26				
BLK	55			27							
MUL	55	35		62	53		54				
WHT	53	58	65	60	56	53	50				
FRL	50	54	62	57	55	55	44				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
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
Pacific Islander Students	
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
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We have made gains and increases in ELA (+4), ELA Learning Gains (+7), and ELA Learning Gains of the Lowest 25 (+6). Additionally, we saw increases in Math (+3), Math Learning Gains (+28), and Math Learning Gains of the Lowest 25 (+5). We declined in one area and that was science (-7). We increased our school grade total points from 255 to 301 (+46) and overall have a school grade of 43% (+7). Additionally, our students with disabilities (SWD) and economically disadvantaged students (ED) scored below the 41% index. Many of our scores are still below the district averages and we want to continue to increase these percentages and improve student achievement at East Milton Elementary School.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The first area would be Science. Our scores are below the district average at 32% and dropped by 7 points from the prior school year. Additionally, our overall ELA and Math proficiency scores improved but are still below 50%. We want to improve these scores and increase the number of students showing proficiency.

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

The contributing factors include transient student population, gaps from COVID-19, loss of instructional time due to chronic absenteeism, and a need for increased rigor and strengthening of Tier 1 core instruction in ELA, Math, and Science. New actions include a new Marzano Focused Teacher Evaluation Model to increase teacher effectiveness and growth, Professional Learning Communities (PLCs) focused on standards-based instruction and planning, as well as a continued focus on MTSS and Tier 1, 2, and 3 best practices and differentiated small group instruction during the Intervention Block Times, and/or afterschool tutoring opportunities. As we implement the BEST Standards, we will also provide computer assisted instruction in ELA (Lallilo, Amira, and iReady), Math (Redbird/ALEKS & Freckle Math), and Science (Study Island Science for 4th and 5th grade). This will provide students with the ability to independently practice skills during small group time and/or intervention time, while also providing enrichment opportunities for students that are working at or above grade level in a specific content area.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We saw improvement in ELA, Math, ELA Learning Gains, Math Learning Gains, and Learning Gains of the Lowest 25 for both ELA and Math. However, the area that showed the most improvement was Math Learning Gains. We increased our math learning gains from 18% to 46% with an overall 28% point increase.

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

Our students showed an increase in math learning gains due to strategic, focused math intervention processes implemented at East Milton Elementary. We provided each classroom teacher with a 30 minute math intervention block, in addition to the 60 minute math block, in their daily master schedule. We staggered math intervention blocks and pulled close to 100 students for small group math

intervention with interventionists. This allowed teachers to provide interventions to even more students in their classroom. Interventionists used Do the Math curriculum on each child's instructional level to fill gaps and deficits for their individual math skills. We also provided after school math tutoring opportunities to students in Grades 2-5. We hosted a "Taco 'Bout Math" family engagement night where students played math games and were able to take home make and take bags to use these games at home. Our math coach provided support to classroom teachers and assisted grade levels with planning standards-based and rigorous Tier 1 math instruction.

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

In order to accelerate learning, we will utilize standards-based planning and lessons for all teachers. Our new Marzano Focused Teacher Evaluation Model also focuses heavily on the use of rubrics and scales for students to develop ownership of their learning. For ELA, Math, and Science, our teachers will utilize the district-provided pacing/scope and sequence for lessons. We will implement research-based practices for Tier 2 and Tier 3 interventions in both ELA and Math. Our teachers will also work to participate in PLCs focused on standards based planning and rigorous instruction. Our Literacy Coach will begin assisting in planning and incorporating science content into the ELA block for additional instructional time. We will continue to implement a 45 minute Literacy Intervention Block for all grades, as well as a 30 minute Math Intervention Block. Students needing Tier 3 instruction will be provided small group, intensive, and specific intervention in their content area by a Reading endorsed teacher for reading and by an interventionist for Math. Additionally, we will incorporate monthly data digs with teachers to plan instruction driven by data and follow up on students in the MTSS process. We will incorporate iReady, Amira, and/or Lallilo to assist with reading skills and Redbird and/or Freckle for Math. We will also use WriteScore for 4th and 5th grade writing practice. Our 4th and 5th grade teachers will have Study Island Science for standards-based science practice.

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.

Professional development will be provided to teachers during the school day and provided as an option for teachers after school hours through the use of Title I funds. Each teacher will be part of a Professional Learning Community (PLC). PLC topics are based around research-based practices of the following books: The Science Teacher's Toolbox, Learning Scales and Targets (Marzano), Engaging in Cognitively Complex Tasks (Marzano), Designing and Teaching Learning Goals and Objectives (Marzano), The Power of Student Teams (Toth), Using Bloom's Taxonomy in the Classroom (Gershon), The Wild Card (Hope & Wade King), and Better than Carrots or Sticks (Smith). These PLCs were chosen by teachers based on their professional development growth areas and needs. Additionally, our Literacy Coach & BEST Standards trainers will provide monthly PD in the area of Reading. Our Math Coach will provide monthly PD in the area of Math. Our Literacy Coach will work in conjunction with grade level teams to provide PD on incorporating science into the ELA block. Teachers will have quarterly PD on the Marzano Focused Teacher Evaluation Model. Teachers will have the opportunity to stay after school hours with Title I funds to participate in PD on Small Group Intervention, Learning Goals and Scales, Marzano, MTSS Strategies and Supports, and other topics as needed based on school-wide data.

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

Small group targeted intervention groups (reading and math), PBIS & CKH strategies and supports for behavior and classroom management, computer assisted resources for ELA (Lallilo, Amira, and iReady), computer assisted resources for Math (Redbird & Freckle), computer assisted resources for 4th and 5th Grade Science (Study Island), Professional Learning Communities, Marzano Focused Teacher Evaluation Model professional development and ongoing supports, Literacy Leadership Meetings, grade

level common planning and collaboration with literacy and/or math coach, small group behavior intervention groups with behavior coach, social skills groups with CDAC/Behavior Coach/or Military Family Counselor, Anchored 4 Life Resiliency & Leadership Program, small group lessons by school counselor, increased attendance monitoring and supports by Guidance Counselors, monthly grade level Data Digs with admin to plan instruction driven by data, weekly MTSS meetings to monitor students with a Progress Monitoring Plan, monthly MTSS B meetings to monitor students with a Behavior Monitoring Plan, frequent check ins and meetings with families of students on a Truancy Monitoring Plan, parent involvement events and workshops, professional development for teachers, specific feedback for teachers on instruction after observations, monthly Teacher Induction Program (TIP) meetings for new teachers, opportunities for new teachers to observe best practices of veteran teachers, grade level collaboration and planning, and/or other research-based practices or supports based on progress monitoring results throughout the year.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although our school showed improvement in ELA, Math, and Learning Gains for both content areas, our proficiency scores were generally lower than district averages and below 50%. Our ELA achievement was 49% and math was 46%. Additionally, we have two ESSA subgroups that are below the 41% federal index that we will also be targeting to meet the 41% federal index. These subgroups are students with disabilities (SWD) which scored at 27% overall and economically disadvantaged (ED) students which scored at 39% overall. Due to these scores, we feel it is critical to continue to focus on specific, targeted small group instruction for these identified groups of students in both reading and math. Our school population has a large economically disadvantaged and SWD population.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

Both subgroups will meet the 41% federal index. Our SWD students will need to increase by 14% from 27% to 41% overall. Our ED students will need to increase by 2% from 39% to 41% overall.

This should be a data based, objective outcome.

Monitoring:

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

Small group differentiated instruction will be provided for identified SWD and ED Tier 2 and/or Tier 3 students. Our schedule incorporates a 45 minute Reading Intervention Block for each K-5 teacher. Our schedule also incorporates a 30 minute Math Intervention Block for each K-5 teacher. During these blocks, teachers are working with Tier 2 in small group instruction on a students' specific deficits using research-based practices and programs. Students are monitored through a progress monitoring plan to determine if the provided interventions are successful. When students are not showing progress, the MTSS team meets to discuss the next step of delivering intervention to that student. Students that have substantial reading or math deficiencies will also receive Tier 3 intervention by an interventionist, in addition to Tier 2. These areas will be monitored through progress monitoring plans, data from the Tier 2 and/or Tier 3 intervention, and three times on FAST.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy

According to Hattie, the effect size of small group learning is 0.47 (<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>). Intervention groups will utilize small group learning to target the needs of our SWD and ED students, as needed based on their individual assessment data. We will create Progress Monitoring Plans for all SWD and ED students that qualify for Tier 2 and/or Tier 3 interventions to monitor this progress.

being implemented for this Area of Focus.

Rationale for

Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used

for selecting this strategy.

Our students have deficits and gaps from COVID-19, loss of instructional time due to chronic absenteeism, lack of parental support at home, and more. They need small group instruction that is targeted and specific to their needs, especially our SWD and ED students that are working below grade level, many are two or more years below. John Hattie identified three meta-analyses on small group instruction and reported it to have a medium-to-large effect on learning (<https://shanahanonliteracy.com/blog/should-reading-be-taught-whole-class-or-small-group#sthash.grbwa8Y6.dpbs>). In order to close academic gaps and increase proficiency, students need small group instruction that is evidence and researched based to increase achievement and proficiency in reading and/or math. We will utilize the research provided by What Works Clearinghouse to ensure this for our students.

For reading, Tier 3 small group targeted intervention will be provided by a reading endorsed teacher.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

As the principal, Mrs. Colin will oversee the implementation of intervention during reading and/or math intervention blocks. She will build an appropriate master schedule to incorporate a 45 minute Reading Intervention and 30 minute Math Intervention block to differentiate instruction and meet students' needs.

Person

Responsible

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

As the Literacy Coach, Mrs. White will assist in the planning, assessing, and preparing of specific intervention groups for students in the area of reading used evidence-based programs. She will train teachers on Tier 2 interventions (Houghton Mifflin (HMH) Into Reading Word Study Studio) in the classroom and working closely with Reading Interventionists who deliver Tier 3 intervention (Leveled Literacy Intervention (LLI), Phonics for Reading, 95%, and/or SIPPS) to ensure they are trained and effectively using each reading intervention program.

Person

Responsible

Kristen White (whitek@santarosa.k12.fl.us)

As the assistant principal, Mrs. Hall will oversee the MTSS process and weekly meetings to monitor progress of students and ensure appropriate interventions are being delivered and data points are being entered into Progress Monitoring Plans in a timely manner. She will also ensure Tier 3 families of K-3 students with a substantial reading deficiency receive a monthly notification discussing their child's intervention and progress.

Person

Responsible

Meghan Hall (hallmh@santarosa.k12.fl.us)

As the Math Coach, Mrs. Craft will assist in the planning, assessing, and preparing of specific intervention groups for students in the area of math using evidence-based programs. She will train teachers on Tier 2 interventions (Saxon Math, Do the Math, and McGraw Hill reteach and intervention practices) in the classroom and working closely with Math Interventionists who deliver Tier 3 intervention (Do The Math curriculum) to ensure they are trained and effectively using each math intervention program. Mrs. Craft will also assist with monitoring and entering data into student Progress Monitoring Plans.

Person Responsible Emily Craft (crafte@santarosa.k12.fl.us)

As the Department Chair for Interventionists, Mrs. Richards will ensure progress monitoring plans are updated regularly and prepare a schedule with students of concern on each week's MTSS agenda to discuss and problem solve as a MTSS team.

Person Responsible Leslie Richards (richardsl@santarosa.k12.fl.us)

We will utilize supplemental resources to address the academic needs of students.

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

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Our science scores were at 32% last and declined by 7% from the prior year. Students need more exposure and hands-on learning for increased student achievement in science.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Our goal is to increase our science scores by 22% to achieve 54% overall science proficiency for our students.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Students in 5th grade will take Progress Learning Science as a progress monitoring tool three times per year to assess science skills and understanding of concepts. Teachers will utilize the data from Progress Learning, in conjunction with skills learned in PLCs, to integrate science into the Reading Block and expose students to the "must teach" science standards that they will be assessed on.</p>
Person responsible for monitoring outcome:	<p>Nadia Colin (colinn@santarosa.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>According to the Institute for Arts Integration and STEAM, using arts integration to make science learning memorable in the upper elementary grades has a Level 2 of ESSA evidence as it relates to STEAM and support students in high poverty classrooms (https://artsintegration.com/wp-content/uploads/2020/03/STEAM-Research-2020.pdf). Evidence-based strategies utilized will be Science Professional Learning Communities (PLCs), Project Based Inquiry Science, professional development for teachers with science/STEAM department at the district level, integrating arts to make science memorable, and integrating science into the Reading Block so students have more instructional time for science standards that need to be taught.</p>

for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Our teachers need more experience with teaching science content and providing students with project-based learning. We also often have less time for science throughout the school day compared to other subjects. Our Literacy Coach will work closely with teachers to integrate science into the Reading Block so both Reading and Science standards can be addressed, thus adding time back into the school day. PLCs will allow collaboration between veteran and successful teachers to share teaching practices with other teachers that are unfamiliar with science standards and concepts. Ultimately, students need additional practice analyzing data and reviewing charts and graphs while being exposed to science vocabulary.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

As the assistant principal, Mrs. Hall will support teachers with science PLCs, lessons, and monitoring Study Island usage and progress of students.

Person Responsible Meghan Hall (hallmh@santarosa.k12.fl.us)

As principal, Mrs. Colin will analyze Progress Learning Science results and meet with 5th grade teachers to plan for instruction based on the data from Progress Monitoring windows 1, 2, and 3. Mrs. Colin will also work closely with the Science Chair, Mrs. Gross, and the STEAM representative for 5th grade, Mrs. Hobbs.

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

As grade level chair for 5th grade, Mrs. Flanagan will assist in facilitating and planning the science PLC for her grade level in conjunction with Mr. Baugus and Mrs. Schmitt at the district level Science Department.

Person Responsible Heather Brie Flanagan (flanaganh@santarosa.k12.fl.us)

Mrs. White will work to assist with standards-based planning and integrating science concepts, standards, and skills into the ELA block as feasible.

Person Responsible Kristen White (whitek@santarosa.k12.fl.us)

We will utilize supplemental resources to address the academic needs of students.

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

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Our student achievement data is below the district average in many areas. For the 21-22 school year, our school grade was C (43%). We believe our teachers are amazing educators, however, they do need more support in building their capacity within their content/grade level area to increase student proficiency. If we are able to increase our teachers' capacity, it will positively impact our overall student achievement so our students can be successful.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Administration will conduct four observations using the Marzano Focused Teacher Evaluation Model on each teacher and provide specific teacher feedback 100% of the time.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>This area will be monitored through walkthroughs, observations, and pre/post conference information in iObservation.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Nadia Colin (colinn@santarosa.k12.fl.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>According to Robert J. Marzano and Leverage Leadership 2.0, Effective Supervision Support the Art and Science of Teaching is critical to increased student achievement (p. 372). The Marzano Focused Teacher Evaluation Model will be implemented to increase teachers' ability to effectively teach content to their students by providing frequent observations with specific feedback. According to the research done for Marzano, a school moves through the levels it becomes reliable relative to more variables and becomes more transformational in its approach to educating its students. At the highest level (5), a school has made a dramatic shift and students have mastered specific content necessary for</p>

implemented for this Area of Focus.

success in the 21st century (<https://www.wyoleg.gov/InterimCommittee/2012/Z02MarzanoLevels.pdf>). We will provide teachers with great action steps that encompass the highest leverage, are measurable, and bite size through observations and feedback (Leverage Leadership 2.0, p. 140).

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.**

According to the Regional Educational Laboratory Program, teacher effectiveness is an evidenced-based strategy to increase student achievement. Teachers bring essential knowledge, skills, and perspectives to their role. These evolve and grow over time as teachers learn, grow, and perfect their craft. It is important to continue to support teacher growth through ongoing collaboration, feedback, and coaching.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

As assistant principal, Mrs. Hall will oversee 50% of the faculty for observations throughout the year. She will provide timely and specific feedback to teachers, as well as coach teachers that need additional supports in specific areas.

Person Responsible Meghan Hall (hallmh@santarosa.k12.fl.us)

As Reading Coach, Mrs. White will take direction from Mrs. Colin and Mrs. Hall as to which teachers and/or grade level teams need additional support(s) and/or coaching in the area of teaching reading, both whole group and small group instruction. Mrs. White will observe teachers as needed, provide feedback, model lessons, and assist teachers with standards-based planning with best practices for teaching in the area of reading.

Person Responsible Kristen White (whitek@santarosa.k12.fl.us)

As Math Coach, Mrs. Craft will take direction from Mrs. Colin and Mrs. Hall as to which teachers and/or grade level teams need additional support(s) and/or coaching in the area of teaching math, both whole group and small group instruction. Mrs. Craft will observe teachers as needed, provide feedback, model lessons, and assist teachers with standards-based planning with best practices for teaching in the area of math.

Person Responsible Emily Craft (crafte@santarosa.k12.fl.us)

As Principal, Mrs. Hall will oversee 50% of the faculty for observations throughout the year. She will provide timely and specific feedback to teachers, as well as coach teachers that need additional supports in specific areas.

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

We will utilize supplemental resources to address the academic needs of students.

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

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

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>For the 2021-2022 school year, our school grade was a C (43%). Historically, East Milton Elementary has had a high turnover each year for teachers. We know this directly impacts our school grade and our student achievement, as there is a need to train and onboard new teachers each year.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>East Milton Elementary will recruit and retain highly effective teachers. During the 2021-2022 school year, 12 instructional staff members left. Our goal for the 22-23 school year is to decrease this by 50% (no more than 6 instructional staff members leave).</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>The area of focus will be monitored through the use of staff surveys to gain feedback from teachers and staff about what is working well at East Milton Elementary and what could be improved, staff/faculty meetings, leadership meetings, and 1:1 meetings with new teachers quarterly. At the end of the 22-23 school year, our recommendation list completed for Human Resources of returning instructional staff will indicate if we met our goal.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Nadia Colin (colinn@santarosa.k12.fl.us)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being</p>	<p>According to Leverage Leadership 2.0 A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo, Jon Saphier has written extensively on the research supporting the positive impact of a strong staff culture on student learning in "Strong Adult Professional Culture: The Indispensable Ingredient for Sustainable School Improvement" (p. 373). Our goal is to recruit and retain highly effective teachers by providing a positive school climate/culture (incorporating monthly Teacher Induction Program meetings, assigning each new teacher a mentor on their grade level, supporting alternatively certified</p>

implemented for this Area of Focus.

teachers with a district assigned mentor, and allowing new teachers to observe best practices in veteran teachers' classrooms alongside our Math/ELA coaches).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

According to the Florida Center for Reading Research and the Center for School Turnaround, teacher recruitment and retention is an evidence-based strategy to increase student achievement. Additionally, ERIC cites that continuing professional development and early career supports will increase teacher retention (<https://eric.ed.gov/?id=EJ1272710>). In order to increase student proficiency and

Describe the resources/criteria used for selecting this strategy.

achievement, we need to have highly effective teachers on our campus instructing our students. We must recruit and retain highly effective teachers who are highly effective.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

As the kindergarten grade level chair and one of our TIP leaders, Mrs. Cole will plan and implement monthly TIP meetings for new teacher support throughout the year.

Person

Responsible

Savannah Cole (coles@santarosa.k12.fl.us)

As the 2nd grade level chair and one of our TIP leaders, Mrs. Kries will plan and implement monthly TIP meetings for new teacher support throughout the year.

Person

Responsible

Whitney Kries (kriesw@santarosa.k12.fl.us)

As the Literacy Coach, Mrs. White will meet with new teachers as needed to assist in planning and implementing standards-based ELA lessons. She will also provide modeling and/or observations of other teachers as needed to support new teachers.

Person

Responsible

Kristen White (whitek@santarosa.k12.fl.us)

As the Math Coach, Mrs. Craft will meet with new teachers as needed to assist in planning and implementing standards-based math lessons. She will also provide modeling and/or observations of other teachers as needed to support new teachers.

Person

Responsible

Emily Craft (crafte@santarosa.k12.fl.us)

As the Assistant Principal, Mrs. Hall will meet with new teachers as needed to assist in planning and implementing standards-based lessons. She will help support the overall climate/culture at the school level.

Person

Responsible

Meghan Hall (hallmh@santarosa.k12.fl.us)

As the Principal, Mrs. Colin will meet with new teachers as needed to assist in planning and implementing standards-based lessons. She will help guide the vision of the school and will drive the overall climate/culture at the school level.

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

We will utilize supplemental resources to address the academic needs of students.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our students in Grades K-2 scored at 52% overall on STAR Test D, with Kindergarten scoring significantly higher at 76%, 1st grade at 40% and 2nd grade at 41%. While our 1st grade students increased by 16% from Test A to Test D and 2nd grade students increased by 17% from Test A to D, they are still below the 50% level. Our K-2 students need to increase their skills in the area of reading for future success in grades 3-5.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our students in Grades 3-5 scored 49% overall in the area of ELA achievement as evidenced by FSA in Spring 2022. The grade level percentages of proficient students included 3rd Grade at 42% overall, 4th grade at 53% overall, and 5th grade at 48% overall. While we did increase by 4% from 45% to 49% overall at the school level, we still need to improve student learning in literacy and increase our proficiency in this area.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our K-2 students need to increase their skills in the area of reading for future success in grades 3-5. A focus on small group differentiated instruction will provide the pathway to reinforce Tier 1 instruction using differentiated instructional strategies (or techniques). Our goal is for students in K-2 will increase their overall proficiency in reading by 4% from 52% to 56%.

Grades 3-5: Measureable Outcome(s)

Our students in Grades 3-5 will increase overall reading achievement. On FSA Spring 2022, our students scored 49%. On the FAST PM1 assessment, our students scored 27% proficiency (Level 3 or above) overall in Grades 3-5. Using small group differentiated instruction to support Tier 1 will provide opportunities for students to analyze complex texts. Our goal for the 2022-2023 school year is to increase overall proficiency to 54% for ELA Grades 3-5 as evidenced by FAST PM3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will closely monitor students' reading skills through progress monitoring in FAST three times per year. Students in K/1 will take STAR Early Literacy, 2nd will take STAR Reading, and Grades 3-5 will take Cambium Reading. These assessments will allow us to create progress monitoring plans and drive instruction, while also developing Tier 2 and/or Tier 3 interventions that are necessary to support increased student achievement.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Colin, Nadia, colinn@santarosa.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-2 Practices/Programs: Small group differentiated instruction, Tier 2 with Houghton Mifflin Harcourt Word Study Studio/Read and Respond Journals/Rigby Materials, Tier 3 programs to include Sound Partners/ Leveled Literacy Intervention/SIPPS/95% and/or Phonics for Reading, Professional Learning Communities, afterschool tutoring provided for students, Heggerty in conjunction with rigorous Tier 1 instruction, implementation of rubrics/scales, use of the Marzano Focused Teacher Evaluation Model, Lalillo computer assisted instruction for adaptive practice, Amira fluency assessments, iReady for individualized adaptive practice, explicit and systematic phonics instruction, and 45 minute daily Intervention Block.

3-5 Practices/Programs: Small group differentiated instruction, Tier 2 with Houghton Mifflin Harcourt Word Study Studio/Read and Respond Journals/Rigby Materials, Tier 3 programs to include Leveled Literacy Intervention/SIPPS/95% and/or Phonics for Reading, Professional Learning Communities, afterschool tutoring provided for students, implementation of rubrics/scales, use of the Marzano Focused Teacher Evaluation Model, Growth Measure assessments, iReady for individualized adaptive practice, and a 45 minute daily Intervention Block.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

According to the ESSA evidenced-based strategies, small group differentiated instruction with the programs we have in place are proven to be effective. We will utilize these programs and practices to increase and strengthen our core Tier 1 instruction and progress monitor students in Tier 2 and Tier 3 during the 45 minute daily intervention block. We will continue to build our teachers' knowledge and provide professional development in the five components of reading. Our Literacy Coach and administration will work closely with grade level teams to provide professional development in each of these areas. Our teachers will also utilize PLCs to collaborate and work on building capacity with research-based practices for students in the area of reading. By meeting monthly for data digs with teachers, the MTSS Leadership Team will help teachers to plan data driven instruction and identify any students and/or teachers of concern.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Step 1) Professional Learning- Teachers will participate in a Professional Learning Community. These were strategically planned with topics including many Marzano strategies such as Learning Rubrics and Scales, Using Bloom's Taxonomy in the Classroom, Designing and Teaching Learning Goals and Objectives, Engaging in Cognitively Complex Tasks, and more. Additionally, teachers will have professional learning on BEST standards by our BEST Trainers. Our Literacy Coach will provide grade level professional learning that is targeted and specific to their needs based on student data. Teachers will continue to have professional learning in the MTSS process specifically related to Tier 2 and/or Tier 3 interventions - how to deliver, track, and progress monitor these students, as well as what to do if a student is not showing progress with an intervention. Administration and the literacy coach will also attend monthly professional learning sessions with the Literacy Department at the district level.</p>	<p>Colin, Nadia, colinn@santarosa.k12.fl.us</p>
<p>Step 2) Literacy Coaching- We have a full time literacy coach, Kristen White, that works closely with grade levels. She will provide coaching to teachers in the area of teaching reading as well as professional development on small group differentiated instruction. She will assist teachers with planning standards-based lessons. She will also work with administration and participate in monthly data digs with grade levels, looking at specific ELA standards that need to be re-taught and need additional support. She will work closely with the intervention team to assess, plan, and monitor Tier 2 and/or Tier 3 interventions to students in MTSS. Additionally, Mrs. White is our Literacy Leadership Team Chair and will meet with the team quarterly to analyze schoolwide data, as well as plan and prepare literacy activities, parent involvement events, and contribute to the overall positive growth in growing successful and fluent readers at East Milton Elementary.</p>	<p>White, Kristen, whitek@santarosa.k12.fl.us</p>
<p>Step 3) Assessment- Our students will be assessed three times per year on FAST in the area of Reading. After each progress monitoring window, the MTSS team will review the data and analyze specific areas of need and/or areas of celebration. The MTSS team will then meet with grade level teams to plan and prepare lessons based on the data provided during the progress monitoring window. Our students will also have the opportunity to practice specific standards and skills needed through Lalillo (K-2) and/or iReady. This adaptive practice will allow students to receive intervention and/or enrichment for needed areas based on assessment data, teacher observation, and formal/informal assessments. Additionally, after reviewing PM1 data, we will identify and select specific students to participate in afterschool tutoring opportunities. We will do the same after PM2 for another session of tutoring for identified students.</p>	<p>Hall, Meghan, hallmh@santarosa.k12.fl.us</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school culture and environment supports Positive Behavior Interventions and Supports. We are a model PBIS school and have five houses that students and staff belong to. Each house represents a desired character trait and behavior expectation for students. In 2nd and 5th grade, we have leadership opportunities and select Junior and Senior house leaders. Students earn points for demonstrating schoolwide expectations (EXCEL model). We will celebrate behavioral success in a variety of ways through the use of the MEAL Program in the cafeteria (Roadrunner Table of the Month), Positive Office Behavior Referrals, and quarterly rewards for the winning PBIS house. We have a variety of supports and resources in place to support students, including two school counselors, a guidance assessment assistant, a behavior coach, a full-time CDAC counselor, a full-time Military and Life Family counselor, a Trauma Informed Counselor, and more. We will meet for MTSS for Behavior once per month and create Behavior Monitoring Plans (BMPs) for students of concern to provide interventions and monitor behavior data and/or progress. We will meet monthly for a Threat Assessment Team Meeting to discuss any students of concern. Additionally, in May 2022, our staff was trained in Capturing Kids' Hearts. We implement key components of this program such as greeting at the door, use of names, social contracts in the classroom, sharing good things, use of the four questions, and launching students at the end of the day. Our behavior coach also offers monthly social skill lessons to classes on specific topics such as empathy, test anxiety, stress, grief, and more. We will also implement the Anchored4Life Resiliency Program to help students transitioning to (or from) our school. This program has 8 student leaders and several staff sponsors that have completed training and assist students going through any type of transition. The team meets monthly, provides tours to new students, provides deployment kits, provides grief kits, and more.

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

Communication is a top priority to ensure our parents and families are involved in their child's education and school experience. Information is relayed weekly through the School Messenger call-out system, our school's Facebook page and website, the electronic marquee, and a monthly newsletter (Roadrunner Run) with information from administration, important upcoming dates, and more. We are also beginning to send home a quarterly PBIS Newsletter this year with updates about our PBIS Program, House System, and CKH strategies.

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

EME's Title I Program includes an initiative to increase parent involvement in their child's education and provides training to parents in an effort to assist their children at home so that they can be successful at school. The Title I Program provides funding for teacher professional development and classroom materials for teachers to

effectively meet the individual needs of their students, provide differentiated instruction, and provide tutoring for targeted students beyond the regular school day. Title I is a standing agenda item on all School Advisory Council (SAC) meetings. We discuss the Title I budget, Title I events, the Parent and Family Engagement Plan, and more with our advisory council. At the end of each year, we focus on a review of our year's activities and work with our SAC to give feedback on all Family Engagement activities and the Title I Compact Agreement. A Title I meeting was conducted in August 2022 and will be conducted again in September in conjunction with Open House. Information is disseminated that addresses Parents Right to Know, the Title I Compact Report, SPAR report, the School Improvement Plan, the Parent Resource Center, and other Title I funding or pertinent information.

The teachers and staff at East Milton Elementary School play a significant role in the positive school culture and environment. We all work together to meet each child's individual social, emotional, academic, and behavioral needs. The MTSS team works diligently to provide interventions for identified students in need. We work with families and other caregivers to provide additional resources and supports at home as needed as well.