Mila Elementary School

leadership
analysis
students
Florida
mission
college and career
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
resources
instruction
strategic planning
collaboration
vision
supportive environment
growth
learning

2021-22 Schoolwide Improvement Plan

Table of Contents

Mila Elementary School

288 W MERRITT AVE, Merritt Island, FL 32953

http://www.mila.brevard.k12.fl.us

Demographics

Principal: Dawna Obrien M   Start Date for this Principal: 9/3/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: C (53%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Brevard 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.

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Mila Elementary School

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http://www.mila.brevard.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We work together to meet the needs of every student with excellence as the standard.

Provide the school's vision statement.

MILAs community fosters motivated, independent, lifelong achievers who work together as contributing members of society.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
O'Brien, Dawna	Principal	The leadership team works together to oversee academic progression by monitoring the Florida B.E.S.T Standards through the SIP. The team works to support Title I initiatives as detailed in the Title I plan and works with parents and community members to provide an additional layer of support for the school.
White, Stephanie	Assistant Principal	Serve as administrator at school overseeing curriculum and daily operations.
Turner, Kristen	Reading Coach	Literacy Coach who works with our instructional staff to support them during the ELA block. She models, pulls lessons, observes and works with students.
MacPherson, Tara	Other	Title I Coordinator. Title 1 teacher who supports students in grades K-2 in both ELA and math. She also coordinates all of the Parent Involvement events such as Family Literacy and Math nights.
Dawson, Cynthia	Other	Title I Teacher who supports students in grades 3-6 in both ELA and math. Teacher also is the Science and Engineering Fair contact as well as sits on the school-wide MTSS Team.
Chapman, Andrea	Other	SAC Chair and Media Specialist who provides instructional staff with resources for ELA
McFall, Mackenzie	Behavior Specialist	Behavior Specialist and MTSS facilitator. Supports ESE teachers and provides continuity in MTSS process.

Demographic Information

Principal start date

Friday 9/3/2021, Dawna Obrien M

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

4

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

3

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

431

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

5

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	64	46	62	59	52	60	0	0	0	0	0	0	398
Attendance below 90 percent	10	14	17	11	12	7	13	0	0	0	0	0	0	84
One or more suspensions	1	2	1	2	3	1	2	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	10	11	19	0	0	0	0	0	0	0	0	0	40
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	11	5	12	0	0	0	0	0	0	32
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	16	10	22	0	0	0	0	0	0	51

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	1	0	1	5	12	3	17	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	11	0	6	0	0	2	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	2	2	0	0	0	0	0	0	5

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	64	48	65	51	60	47	0	0	0	0	0	0	387
Attendance below 90 percent	8	7	8	2	5	1	1	0	0	0	0	0	0	32
One or more suspensions	0	5	1	1	0	1	1	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	7	8	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	5	6	0	0	0	0	0	0	14

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	5	6	0	2	1	1	1	0	0	0	0	0	0	16

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	5	9	3	6	4	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	1	0	0	1	0	0	0	0	0	0	2

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	64	48	65	51	60	47	0	0	0	0	0	0	387
Attendance below 90 percent	8	7	8	2	5	1	1	0	0	0	0	0	0	32
One or more suspensions	0	5	1	1	0	1	1	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	7	8	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	5	6	0	0	0	0	0	0	14

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	5	6	0	2	1	1	1	0	0	0	0	0	0	16

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	5	9	3	6	4	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	1	0	0	1	0	0	0	0	0	0	2

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	62%	57%	42%	60%	56%
ELA Learning Gains				61%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile				68%	57%	53%	47%	46%	48%
Math Achievement				58%	63%	63%	62%	62%	62%
Math Learning Gains				65%	65%	62%	61%	59%	59%
Math Lowest 25th Percentile				48%	53%	51%	60%	49%	47%
Science Achievement				55%	57%	53%	47%	57%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison						
04	2021					
	2019	48%	61%	-13%	58%	-10%
Cohort Comparison		-57%				
05	2021					
	2019	48%	60%	-12%	56%	-8%
Cohort Comparison		-48%				
06	2021					
	2019	54%	60%	-6%	54%	0%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	61%	2%	62%	1%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-63%				
05	2021					
	2019	44%	60%	-16%	60%	-16%
Cohort Comparison		-47%				
06	2021					
	2019	76%	67%	9%	55%	21%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	56%	-1%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to provide the data is I-Ready SS for 2020-2021 is indicated on Performance Matters for grades 1-6 in reading and math.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	19	39
	Economically Disadvantaged	16	19	39
	Students With Disabilities	8	8	8
	English Language Learners	0	0	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	19	59
	Economically Disadvantaged	9	19	59
	Students With Disabilities	14	0	100
	English Language Learners	0	50	100

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	34	49
	Economically Disadvantaged	16	34	49
	Students With Disabilities	5	5	19
	English Language Learners	0	14	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	17	38
	Economically Disadvantaged	4	17	38
	Students With Disabilities	0	5	5
	English Language Learners	0	0	29

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	62	75
	Economically Disadvantaged	38	62	75
	Students With Disabilities	12	38	47
	English Language Learners	100	0	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	29	54
	Economically Disadvantaged	8	29	54
	Students With Disabilities	6	38	53
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	42	68
	Economically Disadvantaged	38	42	68
	Students With Disabilities	17	25	33
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	32	66
	Economically Disadvantaged	20	32	66
	Students With Disabilities	16	8	42
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	26	38	45
	Economically Disadvantaged	26	38	45
	Students With Disabilities	17	25	33
	English Language Learners	NA	NA	NA
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	15	33	31
	Economically Disadvantaged	15	33	31
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	37	47	45
	Economically Disadvantaged	37	47	45
	Students With Disabilities	-	-	-
	English Language Learners	NA	NA	NA
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	24	41	43
	Economically Disadvantaged	24	41	43
	Students With Disabilities	-	-	-
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	29	30	20	12						
ELL	45			36							
BLK	40			38							
HSP	53	47		29	26		36				
MUL	52	27		35	27						
WHT	45	42	60	39	32		26				
FRL	42	27		35	31	25	24				

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	15	47	50	27	43	25					
ELL	26	53		74	73						
BLK	46	67		43	71						
HSP	32	53	64	52	59	36					
MUL	64	63		75	79						
WHT	57	62	58	59	62	52	60				
FRL	47	60	74	56	66	51	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	33	28	25	50	46	24				
BLK	29	43	36	46	57	50	10				
HSP	40	58	50	51	69	83	38				
MUL	38	35		79	59						
WHT	46	55	50	66	58	57	59				
FRL	36	46	48	58	58	58	37				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

There was a lack of learning gains from all subgroups in ELA and Math. Overall proficiency was low in ELA, Math, and Science with learning gains either minimal or negative for subgroups.

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

Math-Proficiency
ELA and Math-Learning gains and lowest 25%
Science

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

During the 2020-2021 school year, MILA was short staffed, as well as worked through eLearning and quarantined students due to COVID. This caused a lack of fidelity to intervention and rigor within the curriculum. To address improvement area, the team will target intervention through formative assessment and progress monitoring, provide additional supports for the lowest 25%, add daily math intervention, add iready math my path and tools, target ASP to low performing groups, monitor curriculum for rigor, and targeted hands on science support for 5th grade.

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

ELA proficiency in 4th grade. Math proficiency in 1st and 4th grades.

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

Working to support students with hands on learning and providing targeted intervention with student data tracking.

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

Consistent intervention with progress monitoring, student data tracking, targeted ASP, strategic human resourcing to provide the maximum amount of support to classrooms. Rigorous Tier 1 Core with student progress monitoring individual data.

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.

MILA will incorporate quarterly extended planning to support ELA. Math professional development will occur through PLC and Faculty meetings that will focus on Eureka pacing, IReady math-My Path and tool kit supports for teachers.

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

Literacy Leadership Team to support ELA instruction and student growth. Development of a data room with weekly data/curriculum discussions. Develop a multidisciplinary MTSS system to provide both SEL and academic supports. Develop a whole school schedule with built in intervention to support human resources during intervention times. Embed 30 minutes of small group instruction into daily math block.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Increase ELA Proficiency, Learning Gains, and learning gains of the lowest 35%. Both were selected based on data from the 2020-2021 FSA ELA scores and 2019-2020 and 2020-2021 iReady assessment data on growth and proficiency.
Measurable Outcome:	ELA proficiency on FSA 2021-2022 will increase from 48% to 51%. ELA learning gains will increase from 40% to 42% and ELA lowest 25% will increase from 41% to 45% on FSA to achieve a minimum of a school grade of C.
Monitoring:	MTSS Meetings Weekly PLC (data chats) Classroom walkthrough Coaching through the Leadership Team
Person responsible for monitoring outcome:	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy:	School-wide skill based intervention will take place in grades K-6 and be monitored through weekly PLCs. Teachers will also collaborate with each other as well as our literacy coach through extended planning sessions using standards based resources including iReady, Lexia, Standards Mastery, Benchmark Advance, and Savvas (6th), to strengthen core instruction. This is based on lack of growth toward proficiency and learning gains across all grade levels.
Rationale for Evidence-based Strategy:	At the beginning of 2021-2022 year, current IReady data shows that MILAs has very few students in grades 3-6 working at a phonics level. The bulk of students are now in need of vocabulary instruction. Intervention will be based on specific student needs and incorporate vocabulary across all content. During the 2020-2021 year, intervention was based on skill needs but did not occur with fidelity due to COVID restrictions, lack of staff, and quarantined students. In addition, there was misalignment of standard and task complexity in core instruction. If school-wide skill based intervention occurs with fidelity and standards based core instruction is taking place and monitored through PLCs, we believe the learning gains would increase.

Action Steps to Implement

Extended planning by unit to support implementation of BEST standards and the curriculum with fidelity and rigor. To be completed By administration and Literacy Coach (Literacy Coach split funded @ 50% in Title I budget).

Person Responsible	Kristen Turner (turner.kristen@brevardschools.org)

Instructional monitoring, feedback and coaching will occur based on student data trends and observation data. Weekly classroom walkthrough by administration and district support when available to assess instruction and effective implementation of the standards.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

We will utilize the two Title 1 teachers to support intervention in grades K-6(funded through Title I). Literacy Coach will provide resources (funded through Title I) and progress monitoring tools that are

standards-based. Title I to monitor fidelity of Tier 3 intervention aligned with the rigor of the BEST standards.

Person Responsible   Tara MacPherson (macpherson.tara@brevardschools.org)

i-Ready usage and lessons passed is monitored weekly. We then use that data to form intervention groups and make instructional decisions in their core. Teachers also will use Flocabulary, Learning A-Z, AR and BrainPOP, and Lexia as supplemental resources (all funded through Title 1). We will continue to purchase laptops for students as needed (Title 1 funds) to support these supplemental resources.

Person Responsible   Tara MacPherson (macpherson.tara@brevardschools.org)

Use of data room during PLCs to monitor formative data, develop plans to support students showing little growth, and monitor the lowest 35%, monitored by Literacy Coach and Admin.

Person Responsible   Dawna O'Brien (obrien.dawna@brevardschools.org)

School wide parent initiative using One Book, One School (funded through Title 1).

Person Responsible   Kristen Turner (turner.kristen@brevardschools.org)

Title I Literacy Night to strengthen the home-school connection. Items written into parent involvement portion of Title I budget. Reading supports for home to be sent with parents to understand "What their child needs to know and understand in prospective grade levels".

Person Responsible   Tara MacPherson (macpherson.tara@brevardschools.org)

The Literacy Leadership Team will use the coaching cycle to support grade levels and individual teachers. Team will read ' Educational Coaching: A Partnership for Problem Solving" and use "Get Better Faster" as a guide to supporting teachers.

Person Responsible   Dawna O'Brien (obrien.dawna@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Increase Math Proficiency, Learning Gains, and Learning Gains of the lowest 25%. Both were selected based on data from the 2020-2021 FSA and 2019-2020/2020-2021 iReady assessment data on growth and proficiency.
Measurable Outcome:	During the 2021-2022 school year, the math learning gains for our lowest 25% will increase from 41% to 45%, our proficiency will increase from 37% to 42% and our learning gains will increase from 21% to 42%, to achieve at minimum a grade of C.
Monitoring:	MTSS Meetings Weekly PLC (data chats) Classroom walkthrough Coaching through the Leadership Team Math teacher committee to look at data and supports
Person responsible for monitoring outcome:	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy:	PLCs Math Academic Support Collaborative Planning with district resource teacher Administer i-Ready diagnostic three times a year to monitor student growth
Rationale for Evidence-based Strategy:	We believe the problem is occurring because of a lack of fidelity to rigorous Core instruction and lack of math intervention using evidence based strategies and tools. If math intervention, collaboration among peers, implementation of a rigorous math core and planning with the district resource teacher occurs , we believe learning gains would increase leading to higher proficiency.

Action Steps to Implement

PLC monthly meetings facilitated by administration and teacher leaders. PLC team members will analyze data, discuss intervention groups, and set goals based on teacher and student needs. PLC Leadership team will facilitate the growth and development of teachers with the understanding of standards based instruction.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Documentation and grade level awareness of lowest 35% in order to utilize additional intervention and targeted support.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Utilization of i-Ready resources to support math instruction based on diagnostic data. Big Ideas and Flocabulary, purchased through Title I will be used to support vocabulary and background knowledge for content and concepts being taught in math. Title 1 will purchase the online component of the 6th grade curriculum (Big Ideas) to support learning. Purchasing of laptops through Title 1 funds to utilize these programs.

Person Responsible	Cynthia Dawson (dawson.cynthia@brevardschools.org)

Parent involvement math activities to be funded through Title I include: Virtual Family Math Night. We will also purchase math materials for families to use at home with Title 1 funds.

Person Responsible	Tara MacPherson (macpherson.tara@brevardschools.org)

Utilize math resource teacher to support core curriculum and professional development.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Develop and utilize a math teacher cadre at MILA to review scores and develop intervention to support student growth. Attend district math contact meetings.

Person Responsible	Cynthia Dawson (dawson.cynthia@brevardschools.org)

Weekly walkthrough by administration and district support (when available) to monitor fidelity of instruction and small group math intervention.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	PLC monthly meetings facilitated by administration and 5th grade to discuss science implementation. Increase hands on science support and utilize support of the district resource teacher.
Measurable Outcome:	On the 2021-2022 FSSA Science spring assessment, MILA will increase the overall Science proficiency score from 29% to 42% to achieve a minimum of a school grade of C.
Monitoring:	Review progress monitoring scores in Performance matters. Conduct walkthrough to monitor implementation of core content. Teach science academic vocabulary. Collaborative planning and support from district resource teacher. Review Penda Science Outcomes.
Person responsible for monitoring outcome:	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy:	Immerse students in hands on learning and academic science strategy. Students (grades 3-6) will spend recommended time on PENDA science and meet with the classroom teacher on outcomes. Teachers will review progress monitoring data and develop an intervention plan during PLC meetings. MILA will host hands on science support.
Rationale for Evidence-based Strategy:	We believe that the decreases in score from 2019-2020 to 2020-2021 was due to lack of instruction in core content, lack of immersive science experiences, and lack of hands on material.

Action Steps to Implement

Complete classroom walkthroughs to monitor core instruction.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Participate in Science Fair, Lagoon Quest, Zoo School (funded by Title I), and STEM for girls.

Person Responsible	Cynthia Dawson (dawson.cynthia@brevardschools.org)

Develop hands on science ASP.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Monitor PENDA science for use of program and develop grade level/class/individual contests.

Person Responsible	Cynthia Dawson (dawson.cynthia@brevardschools.org)

Monitor data through scores input into Performance Matters, discuss intervention and support at 5th grade PLC.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team develops and monitors an annual school work plan to focus their efforts. The team analyzes trends and patterns of data from different sources in order to select goals related to student achievement and school conditions which support student achievement.
Measurable Outcome:	Calendar agendas, data on the SharePoint site, and FSA/FSSA outcomes on the 2021-2022 Spring Assessments.
Monitoring:	The principal will monitor this area including developing agendas, posing barriers, seeking input, and monitoring attendances at meetings and work completed.
Person responsible for monitoring outcome:	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy:	Develop a leadership team to address the challenges of meeting the needs of all learners including teaching staff.
Rationale for Evidence-based Strategy:	To gather a collective group of people to design supports to transform teaching and learning as well as providing solutions to barriers of school based improvement.

Action Steps to Implement

Meet Friday with an agenda linked to school improvement.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Develop a leadership SharePoint site to monitor school based initiatives, barriers to success, and projects to improve student outcomes.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Complete a book study on "Educational Coaching: A Partnership for Problem Solving".

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Monitor cultural observances and equity within the school through discussion and planning at leadership team meetings.

Person Responsible	Stephanie White (white.stephanie@brevardschools.org)

Provide support to teachers and grade levels through coaching, monitoring, support, and strategic resourcing of assistance and materials.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	SY20-21 FSA 3rd grade data shows 39% of students performing at a proficiency (3+) compared to the state average _52__% and the district average _60__% SY20-21 FSA 4th grade data shows 58% of students performing at a proficiency (3+) compared to the state average _52__% and the district average _58__% SY20-21 FSA 5th grade data shows 33% of students performing at a proficiency (3+) compared to the state average ___54_% and the district average _59__%
Measurable Outcome:	ELA proficiency will increase as measured by FSA ELA assessments from 48% to 51%
Monitoring:	The following ongoing monitoring through the following measures: *iReady Diagnostic Growth (3x yearly) in Reading *iReady Standards Mastery Assessments in Reading for 3rd to 6th grade *iReady Growth Monitoring between Diagnostic Assessments in Reading *BiWeekly monitoring of Lowest 35% data from Tier 1 Benchmark/Savvas and iReady MyPath Lessons
Person responsible for monitoring outcome:	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy:	Overall Tier 1 ELA performance will improve through implementation of the following strategies: *Direct instruction using Tier 1 curriculum (Benchmark/Savvas) *Close Reading Structure of Benchmark Texts in gr. 2-5 and Savvas Texts in gr. 6 (Repeated Readings) *Acceleration and scaffolding strategies *Student Visible Learning through the use of Anchor Charts *Daily discussions and questioning *Use of learning intentions and success criteria
Rationale for Evidence-based Strategy:	These strategies' are being implemented through Tier 1 instruction with Benchmark and Savvas text. Evidenced based high yield strategies were selected to implement to increase overall academic achievement of students.

Action Steps to Implement

Monitor the lowest 35% through Tuesday PLC meetings.

Person Responsible	Kristen Turner (turner.kristen@brevardschools.org)

Provide professional development to teachers on high yield strategies and learning intent and success criteria of B.E.S.T. standards.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

The literacy leadership team will meet on Fridays to review reading proficiency, core instruction, data, and professional development needs.

Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

MILA Elementary believes family engagement is an ongoing process that includes active participation, consistent communication, and meaningful collaboration between parents and school. We believe that parents, schools, families and communities working together will create strong partnerships that support a positive social emotional foundation for all students and lead to gains in student achievement.
To build capacity of families to support learning at home, we are offering several virtual family events throughout the year including: Back to school night, math night, literacy night, student conferences, One book one school (purchased through Title I funds) and kindergarten round up. These events are shared with families in the weekly newsletter, on the website, and through blackboard connect messages.
2. We provide our students with cross-curricular opportunities to experience hands-on learning and new experiences including virtual field trips through the Brevard Zoo (funded through Title 1) We believe these opportunities expose them to college and career ready skills.
3. We will be facilitating Socio-Emotional Professional Development for our staff such as Trauma-Informed Teaching and a year-long book study of Conscious Discipline completing year 2 of implementation in 2021-2022 (book purchased through Title 1 in 2020-2021).
4. Additional activities supporting parent involvement to be funded through Title I include: Literacy Night, Math Night, Science Night and Kindergarten Round-Up (materials for these events will be funded through Title 1)
5. To support student academic progress, Title I funded laptops/headphones for students to utilize supplemental resources such as i-Ready and Title I tools for Title 1 Contact to monitor benchmarks.
6. Additional teacher hours, materials, and supplies are allocated through Title I to support planning and data dives based on student scores and academic progress monitoring.

MILA participates in several stakeholder surveys each year including: Parent survey, Youth Truth, and TNTP Insight survey. The surveys provide insight into areas of strength and areas that need improvement. On the 2020-2021 Parent survey, parents responded favorably to all aspects of the survey. Parents responded that the communication is good with MILA, however, they also indicated that the best method of communication was through text, email, and flyers. We are using the information to increase communication to our families using those methods. Parents also took the time to note areas that could use improvement. The two main areas were parent involvement/ participation in PTO and safer dismissal. For the 21-22 year, MILA continues to recruit new participants to SAC and PTO. Parents also responded that they would like academic support and parenting materials to help their students. We will use this data to select materials for Title I nights. The parking, drop-off, and dismissal were reworked in 2020-2021 to increase safety and flow of traffic.

The faculty at MILA completed the TNTP Insight survey. The insight survey gives feedback to administration on school culture and procedures. There are 10 domains that teachers report on in the survey, of the 10,Professional Development (5.9/10.0) and Peer culture (6.0/10.0) were the lowest. During this year, we have adopted a coaching model with the leadership team to better support teachers in accessing curriculum, intervention, and provide opportunities for modeling of instructional practices. We will provide extended planning for staff on the new BEST standards and curriculum as well as provide surveys to elicit staff professional development needs for the 2021-2022 school year. In the area of peer culture we are working on team building events, peer discussion and problem solving.

Part IV: Positive Culture & Environment

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

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

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

MILA Elementary believes family engagement is an ongoing process that includes active participation, consistent communication and meaningful collaboration between parents and schools. We believe that parents, schools, families and communities working together will create strong partnerships that support a positive social emotional foundation for all students and lead to gains in student achievement. We at MILA host several events throughout the year to allow parents to come be partners in their child's education. At these events as well as during SAC meetings and through our school newsletter, we elicit feedback from the stakeholders to better support our school community. Using this feedback, we make changes as needed for each school year to best support all of our stakeholders as well as align our programs and events to the School Improvement Plan after careful planning based on data. Also, all stakeholders have opportunities to analyze data, prioritize our school needs and help with the planning of the SIP as well as other documents such as the Parent and Family Engagement Plan and Title 1 Framework. All opportunities are published in our weekly newsletter as well as emails sent about meetings held for these items. For this school-year, all meetings and parent opportunities will be virtual and recorded so families can access meetings at their convenience.

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

We have several stakeholders at MILA: staff, families, students and the community. Frequently throughout the year we survey these groups to seek feedback and make necessary changes to better support our achievement. All stakeholders are involved in the planning and reviewing process of documents such as the School Improvement Plan, Title 1 Framework, School Compact and also the Parent and Family Engagement Plan. We share feedback with stakeholders throughout the year and highlight changes made through using there feedback. MILA is a PBIS Model school and uses school-wide expectations to promote a positive learning environment. Our school-wide expectations are shared with all stakeholders and everyone is encouraged to utilize our common positive language.