

Brevard Public Schools

Mila Elementary School



2022-23 Schoolwide Improvement Plan

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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: 9/7/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: B (58%) 2017-18: C (53%)
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	ATSI
* 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

288 W MERRITT AVE, Merritt Island, FL 32953

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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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.

We work together to meet the needs of every student with excellence as the standard. Revisited (2019)

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

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
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.
Chapman, Andrea	Other	SAC Chair and Media Specialist who provides instructional staff with resources for ELA and works to improve parent involvement within the school.
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.
McFall, Mackenzie	Teacher, ESE	Behavior Specialist and MTSS facilitator. Supports ESE teachers and provides continuity in MTSS process.
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.
Cole , Vernon	Assistant Principal	Serve as administrator at school overseeing curriculum and daily operations.
Dawson, Cynthia	Other	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.

Demographic Information

Principal start date

Wednesday 9/7/2022, Dawna Obrien M

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.*

3

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.*

6

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

432

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

7

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

8

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	42	66	54	48	61	61	55	0	0	0	0	0	0	387
Attendance below 90 percent	8	21	18	10	14	19	12	0	0	0	0	0	0	102
One or more suspensions	0	2	3	3	3	3	6	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	4	2	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	4	2	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	0	1	1	3	3	2	0	0	0	0	0	0	11

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	0	3	3	4	4	0	0	0	0	0	0	0	15

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	0	2	0	6	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	1	2	1	1	2	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Wednesday 9/7/2022

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	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

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	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	6	17	18	6	0	0	0	0	0	0	47
LEVEL 1 ON 2021 FSA MATH	0	0	0	5	4	17	17	0	0	0	0	0	0	43

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

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	44%	61%	56%				51%	62%	57%
ELA Learning Gains	49%						61%	60%	58%
ELA Lowest 25th Percentile	43%						68%	57%	53%
Math Achievement	45%	49%	50%				58%	63%	63%
Math Learning Gains	64%						65%	65%	62%
Math Lowest 25th Percentile	54%						48%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	54%	60%	59%				55%	57%	53%

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	17	33	44	21	49	42	36				
ELL	42			26							
BLK	44	50		35	62						
HSP	36	50		31	64						
MUL	31	42		56	71						
WHT	48	51	43	48	61	59	63				
FRL	41	45	43	42	62	46	51				
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				

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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	91
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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	48
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	45
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	53
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Overall ELA achievement dropped from 48% to 44%, math achievement increased from 37% to 45%, and science achievement increased from 29% to 54%. Learning gains increased in both ELA (40% to 49%) and in math (31% to 64%). The lowest 25% made a slight gain in ELA from 41% to 43% and a significant gain in math from 21% to 54%. ESSA overall for all students groups is above the target of 41% at 56%, students with disabilities is the one subgroup that is below 41% at 35%.

MILA trends show that ELA proficiency and academic gains need increased support. Students with disabilities continue to be below the ESSA target for three consecutive years. Although math achievement increased the level of proficiency at 45%, it would benefit MILA students to have additional supports to increase overall proficiency in this content area.

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

ELA Proficiency
 ELA Lowest 25%
 Academic proficiency for students with disabilities
 Math 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?

Contributing factors to ELA , Math , SWD, and ELA lowest 25% gains:

1. Staffing due to COVID protocols.
2. Unfinished learning due to elearning and COVID.
3. New curriculum and standards in ELA causing lack of fidelity in instruction.
4. Case loads in Exceptional Education resource too high to meet the student need and support teachers in general education.

New Actions:

1. Complete ELA planning before each unit to support pacing, standard based instruction, ELA materials including white boards, dry erase markers, Velcro, and cardstock will be purchased through Title I to support class instruction (T).
2. Work with a math coach to support curriculum and model within classrooms.
3. Hire an additional Resource teacher to cut caseload numbers and provide in class support to students included in general education, purchase materials to support SWD through T1 funds (T).
4. Work with the Edgewood Key Club, RAISE, ESSR , and ASP funding to target intervention for students that have not mastered skills.
5. Revamp PBIS to support a framework for behavioral supports.
6. Use Friday PD to support techniques through Teach Like a Champion to engage students in the rigor of the academic content (T). Title I team to attend Exceeding Expectations to support innovation in schools (T).
7. Complete master schedule with additional time for ELA.
8. Increased opportunities for students to engage in activities and field trips (Orlando Science Center Family Night, St. Augustine, Zoo School, Science Saturday's, Lagoon Quest, Destination Space, Fort Christmas, Spelling Bee) (T).

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

2022 2019

Math Learning Gains 64% 31%

Math Lowest 25th Percentile 54% 21%

Science Achievement 54% 29%

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

1. Additional targeted math tutoring through Key Club tutors and ASP.
2. Targeted intervention through monthly intervention/score review.
3. Use of PENDA and PENDA incentives in science.
4. Use of IReady curriculum for 3-5 math instruction supported by Title I staff to align with pacing and standards.
5. Providing Title I staff support to fifth grade to increase hands on science (T).
6. Science Saturdays for 5th grade (T).
7. Instruction at Zoo School for 5th Grade (T).
8. Increased district walkthrough with weekly PLCs and support for classroom curriculum.
9. Science hands on experiences and students receiving science boards to support science fair (T).

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 using individual data points. Students monitor their data and set goals via data notebooks including iReady - My Path, PENDA - Mastery of Standards (5th grade)

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.

Math BEST standards
ELA Standards Analysis
Planning for ELA units with literacy Coach
Teach Like a Champion
Math Academy and follow up with math coach

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

Use the Literacy Leadership Team to support ELA instruction and student growth. Weekly PLC focusing on academic (core) instruction, teaching techniques, student data and intervention supports, MTSS. Continue to use 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. Provide students books to read through Title I events (T).

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

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

Overall proficiency in math is at 45%. Although this is an increase from 37% in 2019 to 45% in 2022, the proficiency needs to increase to better support students. This data were collected from the 2022 FSA Math assessment and supported through I-ready data from progress monitoring in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-2023 school year, our proficiency in the area of math will increase from 45% (FSA) to 50%. (FAST-PM3)

Monitoring:

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

MTSS Meetings
Weekly PLC (data chats)
Classroom walkthrough
Coaching through the Leadership Team
Math teacher committee to look at data and supports
Work with district provided math coach to support learning
Student Achievement Data: FAST, IReady, Reveal/EdGems Math Assessment (T)

Person responsible for monitoring outcome:

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

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

PLC
Math Academic Support and increased intervention
Family math night (T)
Collaborative Planning with district math coach
Professional Development including Math Academy, monthly PLC PD, modeling in classrooms (T)
Administer i-Ready diagnostic three times a year to monitor student growth
Explicit, systematic math instruction
Small group instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 coach occurs, we believe learning gains would increase from 2022 and lead to higher proficiency.

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.

Monthly PLC meetings facilitated by administration and teacher leaders.

1. Teams will analyze assessment data to determine class averages and outliers.
2. Review intervention groups, and set goals based on teacher and student needs.
3. Provide curriculum updates and support for teachers to implement the new curriculum and BEST

standards.

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

Utilize I-Ready resources to support math instruction based on diagnostic data.

1. Monitor weekly lesson completed.
2. Monitor my path and lessons turned off.
3. Monitor minutes completed on my path.
4. Provide PD for teachers on how to use iready data and tool box to support core curriculum and intervention.

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

Fund parent academic math nights through Title I: Family Math Night, Annual Title I Night with academic instructional path given per student grade level. We will also purchase math materials for families to use at home with Title 1 funds.

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

Provide additional support to Students with Disabilities:

1. Use additional ESE Resource teachers to support math core instruction in class and to provide scaffolded support of prerequisite skills (T).
2. Provide PD to ESE teachers on BEST standards, Reveal math, and scaffolding (T).
3. Set specific time for math coach to work with ESE teachers on math supports.

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

Administrative and district walkthrough to monitor fidelity of instructional implementation and small group math support.

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

Teachers will receive coaching and use manipulatives to scaffold instruction/support intervention. (Title1)
Teachers will also use virtual, on-line manipulatives to support students.

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

#2. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

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

The leadership team develops and monitors the SIP and supports needs through Literacy Leadership and teacher mentoring. 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 increased student culture and achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

After implementation of the SIP and Literacy Leadership Team during the 2022-2023 school year, MILA will achieve a baseline on the Spring FAST assessment equivalent to at least a "C" on proposed school grade.

Monitoring:

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

The principal will monitor this area including developing agendas, posing barriers, seeking input, and monitoring attendance at meetings and work completed.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Develop a leadership team to address the challenges of meeting the needs of all learners including teaching staff.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Developing a leadership team serves two purposes: It provides the structure for hardwiring behaviors, and it solidifies a culture of accountability to support the continuous improvement model.

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.

Leadership Team Actions:

1. Meet every Friday to discuss data, intervention, barriers to learning, and steps to success.
2. Record meeting agenda and notes on Google share.
3. Monitor cultural observances and equity within the school through discussion and planning at leadership team meetings.
4. Provide support to teachers and grade levels through coaching, monitoring, support, and strategic resourcing of assistance and materials (T).
5. Complete walkthrough and develop supports based on grade level trend data.
6. Read "Shifting the Balance" to support reading instruction (T).
7. Complete Teach Like Champion Train the Trainer (T)
8. Develop and implement PD for staff on early release Fridays (T)
9. Whole school grade level presentations on data.
10. School Improvement Plan - "Good to great" tool to establish expectations and collect observational data/trends

Person Responsible

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

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

D3 iReady data from 21-22 shows that 41% of students in grades K-2 are not on track to score grade level or above on the statewide ELA assessment. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources/text, student tasks, assessments, and the transfer to instruction.

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

21-22 FSA Data show 26% of 3rd Graders, 20% of 4th Graders and 34% of 5th Graders scored below grade level (Levels 1 & 2). Increasing primary literacy achievement so that gaps will not be as prominent in 3-5. Planning sessions need to have a clear structure to focus on the alignment of benchmarks, resources/text, student tasks, assessments, and the transfer to instruction.

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)

Long Term - By the Spring 2023 FAST, literacy achievement will be 60% or higher in K-2.

Grades 3-5: Measureable Outcome(s)

3RD GRADE GOAL: Short Term - From PM1 to PM2, literacy Achievement will increase by 24%.

Long Term - By the Spring 2023 FAST, literacy proficiency achievement will increase to 50%.

4TH GRADE GOAL: Short Term - From PM1 to PM2, literacy Achievement will increase by 12%.

Long Term - By the Spring 2023 FAST, literacy proficiency achievement will increase to 50%.

5TH GRADE GOAL: Short Term - From PM1 to PM2, literacy Achievement will increase by 13%.

Long Term - By the Spring 2023 FAST, literacy proficiency achievement will increase to 50%.

6TH GRADE GOAL: Short Term - From PM1 to PM2, literacy Achievement will increase by 17%.

Long Term - By the Spring 2023 FAST, literacy proficiency achievement will increase to 50%.

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.

*PM 1, PM 2, FAST

*iReady D1 and D2

*Walkthroughs with feedback

*Benchmark Advance Assessments

*Intervention Data - intervention instruction to specifically target identified gaps

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

O'Brien, Dawna, obrien.dawna@brevardschools.org

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?

*Explicit Instruction

-Introduces new content, concept, or skill clearly and directly

-Models/demonstrates use of the new or retaught content, concept or skill

-Provides visual/auditory examples

-Frequent opportunities for guided and independent practice

*Systematic Instruction

-Logical progression from simple to more complex

-Conducts a cumulative review (enables students to make connections)

- Opportunities for students to practice previous content to progress toward learning goals
- *Scaffolded instruction
- Intentional, temporary support
- Open-ended questions, prompts and cues, breaking down into smaller steps, visual aids, examples and/or encouragement
- Gradual release until student(s) can perform independently
- *Collaborative Planning
- Supports consistent, high-quality implementation of Benchmark Advance/Savvas
- Allows for instructional strategies, resources, tools and materials to be scaffolded and differentiated

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?

All evidence-based practices listed above address the identified need that is improving primary literacy achievement. The identified practices show proven record of effectiveness for the target population as they are:

- *B.E.S.T. Standards Aligned
- *Aligned with the Brevard K-12 Comprehensive Evidence-based Reading Plan
- *Meet Florida's definition of evidence-based
- *Systematic and/or Explicit

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>Literacy Coach will facilitate benchmark-aligned planning.</p> <p>*Literacy Leadership:</p> <ul style="list-style-type: none"> -Define roles and responsibilities of team members (coaches, teachers, administrators, district) for before, during and after common planning sessions -Clearly communicate the expectations for planning with coaches and teachers at MILA <p>*Literacy Coaching:</p> <ul style="list-style-type: none"> -Lesson planning with teachers, modeling, co-teaching, engaging in reflective conversations and engaging in data chats -During planning, focus on teacher clarity, instructional model, strategies, questioning and assessments that align to the benchmark(s) and will support the intended learning. -Identify and plan for the supports that teachers will need before, during, and after planning <p>*Assessments:</p> <ul style="list-style-type: none"> -Data chats will occur regularly around district assessments, iReady, PM1/2 & FAST, and intervention OPM - Review writing scores and purchase materials to support writing instruction (T). 	<p>O'Brien, Dawna, obrien.dawna@brevardschools.org</p>
<p>*Professional Learning:</p> <ul style="list-style-type: none"> -Identify mentor teachers and establish model classrooms -Maximize time for PD by infusing small chunks during grade level data and planning sessions as well as during early release Fridays <p>*Supports for Students with Disabilities</p> <ul style="list-style-type: none"> -Utilize additional resource ESE staff to serve SWD in the general education classroom -Utilize ESSR funds to target additional intervention for Students with Disabilities -Review student data at monthly PLC to review additional support based -Provide Professional Development on scaffolding and standards analysis 	<p>Turner, Kristen, turner.kristen@brevardschools.org</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.

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. Based on our parent survey from 2021-2022, parents have indicated that they prefer to be notified about student progress and events through text, DOJO, and email. During the 2022-2023 school year, MILA will increase communication through Blackboard (text and email) and Class DOJO. Part of improving positive school culture is getting our parents and stakeholders to feel comfortable and welcome at MILA. In the 2021-2022 parent survey 94% of parents said they felt welcome at MILA. Our goal this year is to increase this rate by 2% to achieve 97% welcome at school. Parents will be invited to volunteer and support our school through events and parent engagement.

MILA'S Youth Truth Survey identified an issue with our students and the way they feel their teachers care about them individually. In the response to the survey item, "How many teachers try to understand what your life is like outside of school?" Our schoolwide response was 2.18. Students felt that the majority of their teachers believed that they could earn a good grade if they tried, with a rating of 4.17. Often times teachers feel so overwhelmed with instruction, especially in an atmosphere in which they are teaching on two separate platforms simultaneously, that we attempted a subtle approach to help bridge the teacher-student relationship piece. We intentionally incorporated our Social Emotional Learning in a manner in which our teachers work directly with their own students. Which naturally infuses conversations concerning activities that are outside of their curriculum creating a more personal environment.

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

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 Platinum Model school and uses school-wide expectations to promote a positive learning environment. This year we will focus on PAWS (personal Best, Act Responsibly, Work and Play Safely, Show Respect), Tile I funds will be used to purchase materials for our like skills curriculum and for Conscious Discipline to support a positive school culture. Our school-wide expectations are shared with all stakeholders and everyone is encouraged to utilize our common positive language. Based on our parent survey from 2021-2022, parents have indicated that they prefer to be notified about student progress and events through text, DOJO, and email. During the 2022-2023 school year, MILA will increase communication through Blackboard (text and email) and Class DOJO.

In addition to other supports, Title I funds will be used to purchase headphones, Dot Cams, Keyboards, mouse, cords, replacement parts for tech, projector replacement parts, and items for Promethean boards (T).