Mila Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mila Elementary School

288 W MERRITT AVE, Merritt Island, FL 32953

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 (2023)

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
McFall, Mackenzie	Assistant Principal	Serve as administrator at MILA. Duties include overseeing curriculum, evaluation, and school 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.
Dawson, Cynthia	Other	Title I Coordinator. Title 1 teacher who supports students in grades K-6 in both ELA and math. She also coordinates all of the Parent Involvement events such as Family Literacy and Math nights.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Throughout the month of June the team, including community, parents, teachers, and support staff meet to complete the comprehensive needs assessment (CNA). At the start of the year the CNA and other data are shared with teachers, parents, and SAC. Exit slips are collected and the data used to add to the CNA and other collected data. That information is used to develop the SIP. Throughout the year the SIP

is reviewed and survey/observational data collected to support continuous review and improvement within the plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed monthly in the MILA Leadership Team Meeting, quarterly with teachers, and bi-yearly with SAC and PTO. The SIP will remain posted on the MILA website for parent and community member review.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	15	16	13	12	7	11	20	0	0	94
One or more suspensions	1	3	3	7	7	8	13	0	0	42
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	4	0	3	0	0	7
Level 1 on statewide ELA assessment	0	0	0	4	18	21	21	0	0	64
Level 1 on statewide Math assessment	0	0	0	0	6	16	16	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	2	1	1	2	40	0	0	49

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	1	4	8	11	22	0	0	50

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	12	3	5	0	0	1	0	0	24
Students retained two or more times	0	0	0	2	2	1	3	0	0	8

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	21	18	10	14	19	12	0	0	102
One or more suspensions	0	2	3	3	3	3	6	0	0	20
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	3	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	2	4	2	0	0	8
Level 1 on statewide Math assessment	0	0	0	0	2	4	2	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	1	3	3	2	0	0	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	3	3	4	4	0	0	0	15

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	21	18	10	14	19	12	0	0	102
One or more suspensions	0	2	3	3	3	3	6	0	0	20
Course failure in ELA	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	3	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	2	4	2	0	0	8
Level 1 on statewide Math assessment	0	0	0	0	2	4	2	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	1	1	3	3	2	0	0	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	3	3	4	4	0	0	0	15

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	58	53	44	61	56	48		
ELA Learning Gains				49			40		
ELA Lowest 25th Percentile				43			41		
Math Achievement*	42	58	59	45	49	50	37		
Math Learning Gains				64			31		
Math Lowest 25th Percentile				54			21		
Science Achievement*	39	58	54	54	60	59	29		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	17	54	59	91			83		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	158
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	1
ELL	25	Yes	1	1
AMI				
ASN				
BLK	30	Yes	1	1
HSP	35	Yes	1	
MUL	36	Yes	1	
PAC				
WHT	38	Yes	1	
FRL	26	Yes	1	1

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	53			
AMI				
ASN				
BLK	48			
HSP	45			
MUL	50			
PAC				
WHT	53			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

	2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			42			39					17
SWD	16			21			29				4	
ELL	19			38							3	17
AMI												
ASN												
BLK	28			31							2	
HSP	33			40			31				4	
MUL	31			47			31				3	
PAC												
WHT	42			43			43				4	
FRL	35			36			32				5	10

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	49	43	45	64	54	54					91
SWD	17	33	44	21	49	42	36					
ELL	42			26								91
AMI												
ASN												
BLK	44	50		35	62							
HSP	36	50		31	64							
MUL	31	42		56	71							
PAC												
WHT	48	51	43	48	61	59	63					
FRL	41	45	43	42	62	46	51					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	40	41	37	31	21	29					83
SWD	33	29	30	20	12							
ELL	45			36								83
AMI												
ASN												
BLK	40			38								
HSP	53	47		29	26		36					90
MUL	52	27		35	27							
PAC												
WHT	45	42	60	39	32		26					
FRL	42	27	0	35	31	25	24					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	59%	-22%	54%	-17%
04	2023 - Spring	37%	61%	-24%	58%	-21%
06	2023 - Spring	56%	61%	-5%	47%	9%
03	2023 - Spring	22%	56%	-34%	50%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	67%	4%	54%	17%
03	2023 - Spring	37%	60%	-23%	59%	-22%
04	2023 - Spring	33%	61%	-28%	61%	-28%
05	2023 - Spring	29%	55%	-26%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	57%	-20%	51%	-14%

III. Planning for Improvement

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

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

Grade 3 ELA dropped from the mean of 293 in 2022 to 283 in 2023 (-10). There was a drop in Level 3+ from 41% in 2022 to 22% in 2023 (-19). Grade 5 ELA dropped from a mean of 323 in 2022 to 309 in 2023 (-14). The drop in level 3+ was from 56% in 2022 to 37% in 2023 (-19).
The contributing factors included, out of field/alternative certification teachers, lack of teachers, teacher changes, and high class sizes. Other contributing factors included instruction not aligned to the rigor of the standards during core instruction. Data also show that the amount of disciplinary actions (referrals) written increased from 209 in 2022 to 446 in 2023 (+237).

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

Fifth grade ELA showed the greatest decline from a mean of 323 in 2022 to 309 in 2023 (-14). The drop in level 3+ was from 56% in 2022 to 37% in 2023 (-19). Fifth grade science also dropped a significant amount from 2022. The mean score dropped from 200 in 2022 to 189 in 2023 (-11) and the Level 3+

dropped from 54% in 2022 to 37% in 2023 (-17).
The contributing factors included, out of field/alternative certification teachers, lack of teachers, teacher changes, and high class sizes. Other contributing factors included instruction not aligned to the rigor of the standards during core instruction. Data also show that the amount of disciplinary actions (referrals) written increased from 209 in 2022 to 446 in 2023 (+237). In fifth grade 41% of the fifth grade students in 2022 were students with disabilities. Overall lack of Tier 1 instruction across the grade level coupled with acceleration and intervention in the area of science were contributing factors to the drop in the scores.

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

In 4th grade math the state mean was 312 and the Level 3+ was 58%. MILAs 4th grade achieved a mean of 301 (-11) and Level 3+ achievement was 37% (-21%). Overall discipline infractions, large classes, and Tier 1 curriculum structures prevented the grade level from achieving outcomes on par with the state averages.

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

Sixth grade math showed the greatest improvement from a mean score of 327 in 2022 to 334 in 2023 (+7) and Level 3+ from 61% in 2022 to 71% in 2023 (+10). Sixth grade worked with the math coach and taught prerequisite 5th grade skills while introducing the rigor of 6th grade math skills. The coach planned, modeled, and supported.

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

Level 1 on ELA and Math FAST assessment
Suspensions

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

RAISE Reading proficiency-Grades 1,3,4, and 5 to achieve above 50% proficiency
Math Proficiency
Science Proficiency
Core instruction for Students with Disabilities
Positive culture and environment

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall proficiency as reported from the PM3 FAST State required exam in math for 2022-2023 is at 35%. This is an overall drop of 10% in overall proficiency from 2021-2022. The overall proficiency for each grade from PM 3 FAST is:
Grade 3 40%
Grade 4 39%
Grade 5 29%
Grade 6 71%

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

During the 2023-2024-school year, proficiency in the area of math will increase from 35% (FAST YR23 PM 3) to 50%. (FAST YR24 PM3). Students with Disabilities will increase learning gains from 33% (2021-2022) to 45% in 2023-2024 year.

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

MTSS Meetings
Weekly PLC (data chats) using PLC + methodology
Classroom walkthrough
Coaching through the Leadership Team
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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math Academic Support and increased intervention focusing on explicit instructional and visual representations
Family math night to support collaboration and engagement with familie(T)
Collaborative Planning with district math coaching to support productive struggle, academic discourse, and clear instructional routines
Evidence of consistent use for math manipulatives and math anchor charts/word walls (visual representations)
Professional Development including Math Academy, monthly PLC PD, modeling in classrooms (T)
Explicit, systematic math instruction
Flexible grouping

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data show 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 2023 and lead to higher proficiency in 2024.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 using PLC + methodology looking to discuss the questions:
a. Where are we going?
b. Where are we now?
c. How do we move learning forward?
d. What did we learn today (or in this unit).
e. Who benefited and who did not?

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

By When: Monthly throughout the school year. PM1, PM2, and PM 3 as well as IReady will be used to monitor overall progress towards goals.

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

By When: Monthly through teacher planning and PLC + meetings.

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. (T)

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

By When: By April 2024.

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)

By When: Monthly through PLC + meetings and data chats during the school year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This is embedded within Math, Science, and culture.

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

To increase ELA learning gains for students with disabilities from overall 33% in 2021-2022 to 45% in 2023-2024.

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

Through MTSS
Data Chats
PLC
IEP review for individual students

Person responsible for monitoring outcome:

Mackenzie McFall (mcfall.mackenzie@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Flexible small groups
Collaboration among ESE and General Education teachers
Collaboration from teachers to parents
Use explicit instruction and scaffolding to obtain learning goals
Use strategies to promote active student engagement

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Council for Exceptional Children published "High-Leverage Practices in Special Education." In the publication, the above strategies are evidenced based high leverage practices.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus for MILA based on Early Warning Systems are in the areas of Attendance and Level 1 Math/ELA Proficiency. Based on our data, MILA had:

MILA had 94 students who missed 10% or more of school for the 2022-2023 school year:
K-15, 1st-16, 2nd-13, 3rd-12, 4th-7, 5th-11, 6th-20 (the numbers indicate the grade the students are in for the 2023-2024 year)

64 students as Level 1 on FAST PM 3 ELA 2022-2023
3rd-4, 4th-18, 5th-21, 6th-40 (the numbers indicate the grade the students are in for the 2023-2024 year)

38 students achieved a Level 1 on FAST PM 3 Math 2022-2023
3rd-0, 4th-6, 5th-16, 6th-16 (the numbers indicate the grade the students are in for the 2023-2024 year)

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

By the end of the 2023-2024 school year, data will show that the number of students absent for 10% or more will drop by 25% from 94 students to 70 students.
By the end of the 2023-2024 school year, the number of students achieving a proficiency of a Level 1 will drop by 50% for both ELA and math. For ELA the number of Level 1 overall will decrease from 64 in 2022-2023 to 32 in 2023-2024. In math, the number of students achieving proficiency of Level 1 will decrease from 38 in 2022-2023 to 19 in 2023-2024.

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

Level 1 will be monitored by reviewing the PM data throughout the 2023-2024 school year determining if MILA is on a trajectory to achieve 50% or more proficiency on math and ELA outcomes. Attendance will be monitored weekly through the parent liaison and social worker.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

For math and ELA Proficiency:
*Explicit Instruction
- Introduce 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

*Intervention Instruction
- 95% group resources & Lexia

For Attendance:
Parent collaboration on ideas to improve attendance, teacher monitoring and calling home, goal setting with students, pulling reports, using Harmony curriculum and the DOE tolls of resiliency to support students. The SNAP program will be used in 2nd and 3rd grade to support attendance and character traits.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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:
*BEST Standards Aligned
*Aligned with the Brevard K-12 Comprehensive Evidence Based Reading Plan
*Meets Florida's definition of evidence-based
*Systematic and/or Explicit

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Literacy Coach and math coach will facilitate standards aligned planning for Benchmark Advance (grades K-5)
*Literacy Leadership:
- 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
- Block off time for Magnetic Reading in K-2
- Intervention block created for Substantially Deficient and Below Grade Level students utilizing 95% group materials and Lexia

*Literacy and Math Coaching:
- Lesson planning (Unit and Weekly) with teachers, modeling, co-teaching and engaging in reflective conversations; Small group planning - what should small group look like and what are the other students doing while the teacher is meeting with the small group.

- During planning , focus on teacher clarity, instructional models, strategies, questioning, and assessments that align to the BEST benchmarks and will support intended learning
- Identify and plan for the supports that teachers will need before, during and after planning
- Facilitating data chats after iReady diagnostics and PM1, PM2, and FAST with grade levels and planning data chats teachers will have with students

*Assessments:
- Data chats/analysis will occur regularly around district assessments: iReady, PM1/2, FAST and intervention OPMs
- Writing scores will also be reviewed and action plans made to improve scores

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

By When: By PM 3 FAST Spring math and ELA assessment. Monitoring to occur at least monthly.

Monitoring of attendance by parent liaison and social worker to include monitoring of number of tardies and absences, harmony social skills lessons, collaboration with parents, and teacher monitoring of absences within their classrooms.

Person Responsible: Mackenzie McFall (mcfall.mackenzie@brevardschools.org)

By When: Monitoring to occur daily and quarterly working with the district truancy officer to support attendance as needed.

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science proficiency on FSA is a target for MILA for the 2023-2024 year. Science proficiency dropped from 54% in 2021-2022 to 37% in 2022-2023.

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

The goal for 2023-2024 is to increase proficiency from 37% in 2022-2023 to 55% based on the Spring administration of FSA Science grade 5.

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

Science will be monitored through Performance Matters and Penda based on the acquisition of the grade 5 science standards.

Person responsible for monitoring outcome:

Cynthia Dawson (dawson.cynthia@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative Planning with district math coaching to support productive struggle, academic discourse, and clear instructional routines
Evidence of consistent use of hands on science (T) and science anchor charts/word walls (visual representations) (T)
Professional Development and student participation in Destination MARS (T) and Zoo School (T)
Professional development and monitoring of PENDA
Family Engagement through Orlando Science Center (T)
Explicit, systematic science instruction
Flexible grouping

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data show the problem is occurring because of a lack of fidelity to rigorous core instruction and lack of science instruction using evidence based strategies and tools. If the data are monitored and science is taught with flexible grouping, visual representations, and collaboration among peers, implementation of a rigorous science core with use of PENDA and planning with the district science contact occurs, we believe science proficiency would increase from 2023 and lead to higher proficiency in 2024.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Science lessons will include use of the 5 E model (Engage, Explore, Explain, Extend, and Evaluate)for instruction, explicit instruction in vocabulary, and engagement through hands on labs.

Person Responsible: Mackenzie McFall (mcfall.mackenzie@brevardschools.org)

By When: By the Spring Administration of FSA Science test in May 2024.

Consistent use of PENDA to support core instruction and intervention. Monitoring of PENDA outcomes by school Title I staff and Assistant principal.

Person Responsible: Mackenzie McFall (mcfall.mackenzie@brevardschools.org)

By When: By Spring Administration of FSA Science in May 2025.

Participate in Zoo school, Destination Mars, Girls in Stem, Science Saturdays and Support a Robotics Team. (T)

Person Responsible: Mackenzie McFall (mcfall.mackenzie@brevardschools.org)

By When: By Spring Administration of FSA Science in May 2025

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

MILA is currently working to improve overall reading proficiency to at least 50% in all grades. To achieve this gain the school is currently:
1. Working through the RAISE process for coaching, tutoring, and Professional development (T)
2. Utilize Title I funding to support two Title I teachers and an Instructional Assistant (T)
3. Use ESSR funding to support small group additional academic support
4. Complete district walkthrough monitoring core Tier 1 instructional practices
5. Read PLC + as a leadership team and organize the PLC structure to support instructional practices and academic outcomes. (T)
6. Use Council for Exceptional Children publication "High Leverage Practices in Special Education" to support teachers with SWD to increase academic proficiency.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Kinder - 56% of students scored proficient on PM3 in 22-23.
1st grade - 39% of students scored proficient on PM3 in 22-23.
2nd grade - 54% of students scored proficient on PM3 in 22-23.

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

3rd grade - 23% scored proficient on PM3 in 22-23.
4th grade - 41% scored proficient on PM3 in 22-23.
5th grade - 40% scored proficient on PM3 in 22-23.

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 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 Measurable Outcomes

By the Spring of 2024 FAST, literacy achievement will be 60% or higher in grades Kindergarten & 2nd grade and 50% or higher in 1st grade.

Grades 3-5 Measurable Outcomes

By the Spring of 2024 FAST, literacy achievement will be 50% or higher in grades 3-5.

Monitoring

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 impact student achievement outcomes.

PM1, PM2 & FAST will be administered and the data will be analyzed with teachers; results will be compared to the trajectory goal line; if on or above the goal we will continue with strategies as outlined; if below, we will rework strategies. iReady diagnostics will also be administered and the data will be analyzed with teachers - we will set goals with teams and draw a trajectory goal line to aim for. If data shows we are on or above the goal we will continue with strategies; if below, we will rework. Walkthroughs with feedback and will indicate who will need coaching (Tiering teachers to scaffold support); District Quarterly Assessments with analysis sheets; Intervention data will be monitored to specifically target identified gaps and progress made towards closing them.

Specifically for 1st, 3rd, 4th and 5th grade, after iReady Diagnostic 1 we will identify the students who are just below proficiency and work to move them to proficiency quickly. This will allow us to focus more resources on the substantially deficient students and closing their skill gaps; grade level goals will be set and data chats with students will be planned.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:
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. §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
- Introduce 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

*Intervention Instruction
- 95% group resources & Lexia

Rationale:
Explain the rationale for selecting 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 evidence-based 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:
*BEST Standards Aligned
*Aligned with the Brevard K-12 Comprehensive Evidence Based Reading Plan
*Meets 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
Literacy Coach will facilitate standards aligned planning for Benchmark Advance (grades K-5) *Literacy Leadership: - 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 - Block off time for Magnetic Reading in K-2 - Intervention block created for Substantially Deficient and Below Grade Level students utilizing 95% group materials and Lexia *Literacy Coaching: - Lesson planning (Unit and Weekly) with teachers, modeling, co-teaching and engaging in reflective conversations; Small group planning - what should small group look like and what are the other students doing while the teacher is meeting with the small group. - In class - During planning , focus on teacher clarity, instructional models, strategies, questioning, and assessments that align to the BEST benchmarks and will support intended learning - Identify and plan for the supports that teachers will need before, during and after planning - Facilitating data chats after iReady diagnostics and PM1, PM2, and FAST with grade levels and planning data chats teachers will have with students *Assessments: - Data chats/analysis will occur regularly around district assessments: iReady, PM1/2, FAST and intervention OPMs to create action plans to increase skills and proficiency - Writing scores will also be reviewed and action plans made to improve scores	O'Brien, Dawna, obrien.dawna@brevardschools.org
*Professional Learning - Identify mentor teachers and establish model classrooms - Maximize time for PD by infusing small chunks during grade level PLCS, data meetings and planning sessions as well as during early release Fridays - Magnetic Reading PD	O'Brien, Dawna, obrien.dawna@brevardschools.org
*Supports for Students with Disabilities - 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, standards analysis, and small group instruction. - Intervention time resources - 95% group materials and Lexia	O'Brien, Dawna, obrien.dawna@brevardschools.org

Title I Requirements

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP plan and other schoolwide communication can be found on:
https://www.brevardschools.org/MILAES

The school recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. To ensure the dissemination of the School Improvement Plan (SIP), the school has developed a comprehensive plan that considers various methods of communication and accessibility:

School Website and FOCUS:
The school will maintain a dedicated section on its official website where the SIP and related documents will be posted. This ensures easy access for all stakeholders at any time. The webpage is user-friendly, featuring clear links and sections for each document. It will also include information about how to interpret the documents, making it accessible to parents in a language they can understand.

Multilingual Translations:
Recognizing the linguistic diversity of its community, the school will provide translations of key documents into commonly spoken languages. This ensures that parents who speak languages other than English can fully understand the content. (T)

Information Sessions, SAC, PTO, and Workshops:
The school will organize information sessions and workshops to provide a detailed overview of the SIP. These sessions will be conducted in-person and will offer streaming options.

Email Communication:
Regular email updates will be sent to parents, families, school staff, and local businesses to keep them informed about progress, milestones, and relevant updates related to the SIP.

Automated Phone Messages:
The school will use automated phone messages to share important updates and reminders about upcoming events related to the SIP.

Social Media Platforms:
The school's social media accounts (such as Facebook) will be used to share highlights, achievements, and key information related to the SIP and SWP. Visual content and infographics will be utilized to simplify complex information.

Parent-Teacher Conferences:
During parent-teacher conferences, teachers and administrators will provide summaries and progress

reports on the SIP.

Local Business and Organization Partnerships:
A system will be developed to communicate with local businesses and community partners regarding the school's improvement efforts and will include targeted communication, meetings, and collaborative events.

Open Door Policy for Questions:
The school will maintain an open door policy, allowing parents, families, and stakeholders to reach out with questions and seek clarifications regarding the SIP.

By employing a combination of digital and traditional communication methods, translations, interactive sessions, and collaborations, the school aims to ensure that the SIP information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

MILA is dedicated to fostering strong and positive relationships with parents, families, and other community stakeholders to align with its mission, support students' needs, and ensure effective communication about each child's progress. To achieve this goal, the school has developed a comprehensive strategy that focuses on engagement, collaboration, and open communication:

Welcoming Environment: The school has a welcoming atmosphere that encourages parents and families to actively participate in school activities. Warm greetings, informative signage, and friendly staff interactions set the tone for a supportive community.

Family Engagement Events: The school will organize a variety of family engagement events quarterly throughout the year. These events could include parent-teacher conferences, curriculum nights, celebrations, workshops, and open houses. These occasions provide opportunities for parents to interact with teachers, staff, and fellow parents in a relaxed setting.

School Advisory Council: Establishing parent advisory committees allows parents to contribute their perspectives and insights on various school matters. These committees can discuss initiatives such as curriculum changes, school policies, and improvement plans, ensuring that parents' voices are heard and valued.

Regular Communication Channels: The school will maintain regular communication channels through FOCUS to keep parents informed about their child's progress and upcoming events. Additional means for sharing of information could involve weekly newsletters, emails, automated phone messages, and the use of digital platforms or apps such as Google Classroom providing real-time updates.

Parent-Teacher Partnerships: The school values the input of parents in their child's education. Teachers will actively seek input from parents about their child's learning style, strengths, and areas for growth. Parent-teacher conferences will be scheduled to discuss academic progress, social development, and set collaborative goals.

Parent Education Workshops: The school recognizes the importance of providing parents with tools to support their child's learning at home. Parent education workshops will cover topics such as effective

study habits, fostering positive behavior, navigating digital resources, and understanding curriculum changes.

Student-Led Showcases: Organizing events where students can showcase their achievements, projects, and talents provides parents with a firsthand look into their child's learning journey. This strengthens the bond between parents, students, and the school community.

Two-Way Feedback System: The school will utilize the FOCUS Communication system to establish a two-way system of communication for feedback and suggestions regarding school policies, programs, and activities.

Community Partnerships: Collaborating with local businesses, organizations, and community leaders enriches students' educational experiences and demonstrates the school's commitment to the broader community. This may involve mentorship programs, career fairs, and service-learning projects.

Digital Platforms and Social Media: The school will leverage digital platforms and social media to share updates, achievements, and information with parents and families. This approach ensures that parents stay connected and informed.

By implementing these strategies, the school aims to create a collaborative and supportive environment where parents, families, and community stakeholders work together to achieve the school's mission of providing a high-quality education, meeting students' needs, and ensuring that parents are well-informed about their child's progress and the school's activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

MILA is committed to enhancing its academic program by implementing a multifaceted approach that focuses on increasing learning engagement, improving instructional practices, incorporating meaningful student discourse, and building collective efficacy. A key element of this approach involves the implementation of the five stages of focused note-taking, with an emphasis on stages 2, 3, and 5. Stages 1 and 4 are established practices teachers are proficient in executing. (T)

Overall, the implementation of student engagement tied to the rigor of the standards, along with other complementary initiatives, will contribute to the school's efforts to strengthen the academic program, increase learning time, create more opportunities for meaningful student discourse, and provide an enriched educational experience for all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

MILAs leadership team is responsible for ensuring continued commitment to the school's mission and vision. The leadership team that includes administration, school support, coaches, and teacher leaders. The team met throughout the summer and preplanning to complete the needs assessment process for the school. This process allowed all stakeholders to assist with identifying the needed areas of improvement and to develop a strategic action plan to make improvements in specific areas. Federal, state, and local funds are coordinated to support the school's goals, thus impacting academic achievement. Title 1 and ESSR Federal funds are used to employ additional instruction personnel (Title I teachers, 2) (T), an additional Instructional Assistant, provide increased tutoring opportunities, support parent involvement/;engagement activities, purchase instructional materials and resources, and

purchase professional development for faculty and staff in both academics and behavior strategies for Tier 1 supports. Goals, strategies, and action steps are aligned with the school's mission and vision and align with the PAWS PBIS Behavior framework.