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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: 7/1/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: B 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

MILA's community fosters motivated, independent, lifelong achievers who work together as contributing members of society

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
O'Brien, Dawna	Principal	The leadership team works together to oversee academic progression by monitoring the Florida Standards through the SIP. The team works to support Title I initiatives as detailed in the Title I plan and works with parents and community members to provide an additional layer of support for the school.
White, Stephanie	Assistant Principal	Serve as administrator at school overseeing curriculum and daily operations.
Chapman, Andrea	Teacher, K-12	SAC Chair and Media Specialist who provides instructional staff with resources for ELA
Carter, Danielle	Teacher, K-12	Title I Coordinator. Title 1 teacher who supports students in grades 3-6 in both ELA and math. She also coordinates all of the Parent Involvement events such as Family Literacy and Math nights.
Dawson, Cynthia	Teacher, K-12	Title I Teacher who supports students in grades 3-6 in both ELA and math. Teacher also is the Science and Engineering Fair contact as well as sits on the school-wide MTSS Team.
Williams, Carol	Teacher, K-12	Title I Teacher who provides support to students in grades K-2. She also serves as the MTSS Contact for our school.
Turner, Kristen	Instructional 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	60	67	64	58	66	52	56	0	0	0	0	0	0	423
Attendance below 90 percent	7	15	4	5	9	1	4	0	0	0	0	0	0	45
One or more suspensions	1	2	0	2	1	0	4	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	11	11	17	0	0	0	0	0	0	40

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	0	0	2	0	2	0	0	0	0	0	0	5

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	2	8	6	1	2	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Friday 9/6/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	60 (0)	67 (0)	64 (0)	58 (0)	66 (0)	52 (0)	56 (0)	423 (0)
Attendance below 90 percent	7 ()	15 ()	4 ()	5 ()	9 ()	1 ()	4 ()	45 (0)
One or more suspensions	1 ()	2 (0)	0 (0)	2 (0)	1 (0)	0 (0)	4 (0)	10 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	11 (0)	11 (0)	17 (0)	40 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	57%	64%	-7%	58%	-1%
	2018	42%	63%	-21%	57%	-15%
Same Grade Comparison		15%				
Cohort Comparison						
04	2019	48%	61%	-13%	58%	-10%
	2018	43%	57%	-14%	56%	-13%
Same Grade Comparison		5%				
Cohort Comparison		6%				
05	2019	48%	60%	-12%	56%	-8%
	2018	35%	54%	-19%	55%	-20%
Same Grade Comparison		13%				
Cohort Comparison		5%				
06	2019	54%	60%	-6%	54%	0%
	2018	48%	63%	-15%	52%	-4%
Same Grade Comparison		6%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	61%	2%	62%	1%
	2018	66%	62%	4%	62%	4%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	52%	59%	-7%	62%	-10%
Same Grade Comparison		-5%				
Cohort Comparison		-19%				
05	2019	44%	60%	-16%	60%	-16%
	2018	48%	58%	-10%	61%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				
06	2019	76%	67%	9%	55%	21%
	2018	82%	68%	14%	52%	30%
Same Grade Comparison		-6%				
Cohort Comparison		28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	56%	-1%	53%	2%
	2018	42%	57%	-15%	55%	-13%
Same Grade Comparison		13%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	15	47	50	27	43	25					
ELL	26	53		74	73						
BLK	46	67		43	71						
HSP	32	53	64	52	59	36					
MUL	64	63		75	79						
WHT	57	62	58	59	62	52	60				
FRL	47	60	74	56	66	51	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	33	28	25	50	46	24				
BLK	29	43	36	46	57	50	10				
HSP	40	58	50	51	69	83	38				
MUL	38	35		79	59						
WHT	46	55	50	66	58	57	59				
FRL	36	46	48	58	58	58	37				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
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Students With Disabilities	
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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	
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Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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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	
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Federal Index - Black/African American Students	57
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	
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Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
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Federal Index - Pacific Islander Students	
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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	59
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ESSA Federal Index: Students with Disabilities
 The overall percent of students with disabilities meeting proficiency at Level 3 or higher is 15%. This is 12% below the district average. Students with disabilities made learning gains at a higher rate than the district. Looking at the overall trends and qualitative data from MILA, lack of exposure to the depth and rigor of the standards through Tier 1 core instruction is the contributing factor to lack of proficiency.

FSA data: 4th and 5th grade math
 Because of the Eureka program and the time factor, there was not allotted time for math intervention. Design of Eureka enables students to learn the rigor of the standards, however, the program does not prepare students for the stamina and design of the FSA. It was the second year of Eureka and teachers were learning how to manage the program and allocate time effectively based on program requirements.

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

Math for Lowest 25%. Decreased to 48% in 2019 from 60% in 2018.
 As stated in 1a, due to the Eureka program it is difficult to implement a math intervention within the math time frame. While Eureka addresses the rigor of the standards, it is hard to implement opportunities for remediation. Ensuring that teachers are consistently monitoring data and participating in collaborative planning is another area to continue to revisit as we implement Eureka with fidelity and provide our staff with the opportunities to have District Resource Teacher come to MILA to help support.

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

ELA achievement, the state is at 57%, MILA is at 51%.

ELA continues to be an area of growth for MILA, as scores have historically remained stagnant. For the 2018-2019 school year, MILA's instructional staff used the i-Ready diagnostic tool and the online instructional program to strengthen both the core and to pinpoint the specific needs for students needing intervention. This was a new tool/resource for teachers this year. We will continue to use i-Ready to strengthen ELA instruction.

The streamlining of resources, such as, priority units and Adapted Text Units (ATUs) provided for teachers, will allow them more time for planning using standards-aligned curriculum and resources to develop meaningful learning tasks.

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

ELA Lowest 25% went from 47% in 2018 to 68% in 2019.

Some new actions taken to improve this area was a cycle of intervention rounds that were targeted and identified based on student needs and which changed as needed, the implementation of i-Ready resources, and looking at our instruction to make sure we were aligning assignments with Florida standards. Also, we had our district ELA resource teacher come and plan with our intermediate grades and provided them with several standard aligned resources they could use.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance

Reflecting on data from last year, our attendance improved in all data increments except for one; When comparing the 2017-2018 to the 2018-2019 school year, we decreased our daily attendance average during the day range 41-60 from 92.64 to 92.62. We need to continue to identify attendance issues early and intervene with the support of our guidance team. We have a social worker who is working directly with families and scheduling attendance meetings. We will continue to run daily attendance reports and make phone calls to parents to document absences.

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

1. Students with Disabilities proficiency
2. Proficiency in core content (ELA), learning gains
3. Proficiency in core content (Math), learning gains and lowest 25%
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Achievement Gap of Students with Disabilities
Rationale	Our Students with Disabilities subgroup achieve 15% proficiency level which reflects the largest achievement gap when compared to other subgroups and overall student achievement.
State the measureable outcome the school plans to achieve	We will increase the reading proficiency of SWD by at least 5% increasing from 15% to 20% proficiency.
Person responsible for monitoring outcome	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy	PLCs Collaborative Planning with district resource teacher Collaboration with Florida Inclusion Network i-Ready diagnostic to plan groups and monitor progress Increased exposure to Tier 1 core instruction with use of acceleration to support intervention
Rationale for Evidence-based Strategy	We believe the problem is occurring because intervention was not aligned to skill-based needs and it was not implemented school-wide. In addition, there was misalignment of standard and task complexity in intervention and core instruction. If school-wide skill based intervention occurs with fidelity and standards based core instruction is taking place and monitored through PLCs, we believe the number of students reaching proficiency will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. LRE training through the Florida Inclusion network 2. Poverty Simulation 3. ESE scheduling to look at time with non-disabled peers and access to core instruction 4. PLCs to monitor progress based on triangulated data 5. Collaborative Planning
Person Responsible	Dawna O'Brien (obrien.dawna@brevardschools.org)

#2	
Title	Math Proficiency, Learning Gains, & Lowest 25%
Rationale	Our math learning gains decreased for the lowest 25% from 60% to 48% from 2018-2019 school year. In addition, we decreased from 62% for the 2017-2018 school year to 58% for the 2018-2019 school year in overall proficiency. Our math learning gains only increased 4% points.
State the measureable outcome the school plans to achieve	During the 19-20 school year, the math learning gains for our lowest 25% will increase from 48% to 53%, our proficiency will increase from 58% to 63% and our learning gains will have a 5% increase.
Person responsible for monitoring outcome	Dawna O'Brien (obrien.dawna@brevardschools.org)
Evidence-based Strategy	PLCs Math Academic Support Collaborative Planning with district resource teacher i-Ready diagnostic
Rationale for Evidence-based Strategy	We believe the problem is occurring because of a lack of math intervention is taking place and also because of the design of Eureka, it enables students to learn the rigor of the standards, however, the program does not prepare students for the stamina and design of the FSA. If math intervention and collaboration among peers and planning with the district resource teacher, we believe learning gains would increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. PLC monthly meetings facilitated by administration and teacher leaders. PLC team members will analyze data, discuss intervention groups, and set goals based on teacher and student needs. PLC Leadership team will facilitate the growth and development of teachers with the understanding of standards based instruction. 2. Teacher awareness of lowest 25% in order to better plan and instruction lessons that support student needs. 3. Vertical planning with grade levels above and below to understand where students are at and where they need to be for the next grade level. 4. Teacher observations of peers with constructive feedback and professional development provided by teacher leaders to support staff needs with curriculum. 5. Utilization of i-Ready resources to support math instruction based on diagnostic data. Intermediate grade levels will use i-Ready math workbooks to help with standards mastery which will be purchased with Title 1 funds as well as the purchase on the online component of the 6th grade curriculum (Big Ideas). 6. Math academic support will be offered to students performing below grade level. 7. Title 1 Teachers will push-in during the math block to offer support, part of Title I budget allocation. 8. Parent involvement math activities to be funded through Title I include: Family Math Night.

- 9. District Math Resource Teacher will be coming to support.
- 10. Administration will be monitoring the use of Eureka to make sure it is being implemented with fidelity.

**Person
Responsible**

[no one identified]

#3	
Title	ELA Proficiency & Learning Gains
Rationale	Data shows flat growth and stagnant progress. Our last 3 years of data since 2016 has been below average.
State the measureable outcome the school plans to achieve	ELA proficiency will increase from 51% to 56%. ELA learning gains will increase from 61% to 66% and ELA lowest 25% will increase from 68% to 73%
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	School-wide skill based intervention will take place in grades K-6 and be monitored through our PLC's. Teachers will also collaborate with each other as well as our literacy coach using standards based resources including i-Ready and use other district resources to strengthen core instruction.
Rationale for Evidence-based Strategy	We believe the problem is occurring because intervention was not aligned to skill-based needs and it was not implemented school-wide. In addition, there was misalignment of standard and task complexity in intervention and core instruction. If school-wide skill based intervention occurs with fidelity and standards based core instruction is taking place and monitored through PLCs, we believe the learning gains would increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. PLC monthly meetings facilitated by administration and literacy coach (Literacy Coach split funded @.50% in Title I budget). PLC team members will analyze data, discuss intervention groups, and set goals based on teacher and student needs. PLC Leadership team will facilitate the growth and development of teachers with the understanding of standards based instruction. 2. Collaborative planning time for standards based lessons utilizing district resources will occur as a grade level and with support from the Literacy Coach. 3. i-Ready usage and lessons passed is monitored weekly. We then use that data to form intervention groups and make instructional decisions in their core. iReady Online instruction as the Teacher Toolbox has been purchased using Title 1 funds. 4. Instructional monitoring, feedback and coaching will occur based on student data trends and observation data. Leadership and Literacy Coach will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction. 5. We will utilize the three Title 1 teachers to support intervention in grades K-6. Literacy Coach will provide resources that are standards-based. 6. Literacy Coach will provide professional development based on feedback from teachers. Areas of concentration will be Tier I core, intervention, use of decision trees, and organization for the 90 minute reading block. A book study using "The Next Step in Guided Reading (K-2) will be completed in the second semester. 7. Standards-Based Curriculum and resources will be purchased with our Title

1 funds to support student achievement and engagement such as Flocabulary, iReady, and Coach Digital.

8. School wide parent initiative using One Book, One School to strengthen the home-school connection. Items written into parent involvement portion of Title I budget.

9. Parent involvement ELA activities to be funded through Title I include: Family literacy night.

10. Literacy Coach and Title 1 Teachers will use the Coaching cycle to support teachers.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

1. MILA Elementary believes family engagement is an ongoing process that includes active participation, consistent communication, and meaningful collaboration between parents and school. We believe that parents, schools, families and communities working together will create strong partnerships that support a positive social emotional foundation for all students and lead to gains in student achievement.

To build capacity of families to support learning at home, we offer several family events throughout the year. such as back to school night, math night, literacy night, student led conferences, and kindergarten round up. These events are shared with families in the weekly newsletter, on the website, and through blackboard connect messages.

2. We provide our students with cross-curricular opportunities to experience hands-on learning such as Zoo School (expenditure allocated in Title I budget), Lagoon Quest, and Kennedy Space Center. We believe these opportunities expose them to college and career ready skills.

3. Rolling reader is funded through Title I for all of Pre-K and Kindergarten to support early literacy,

4. Additional activities supporting parent involvement to be funded through Title I include: PBIS/safety night, purchase of translate sets, Kindergarten round-up, data and dinner night, Coffee and Conversation, and Night of the Arts.

5. To support student academic progression Title I funded laptops for students and Title I tools for teachers.

6. Additional teacher hours are allocated through Title I to support planning and data dives based on scores.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

MILA is a Positive Behavior Interventions and Support (PBIS) Model school. We have school-wide expectations and procedures that focus on positive responses we want from our students. We model, teach and reteach these expectations throughout the year and have opportunities for our families to learn about them as well. This year, MILA is hosting a PBIS informational night that will include a guest speaker who will talk about cyber bullying. This event also will have several representatives from agencies that would be able to provide additional support to our families. We as a team, also identify students who would benefit from a mentor who would be a check-in and out point of contact for that student.

MILA's Guidance Counselors meet with parents as needed to support the needs of our homeless students and those in transition. We provide several services for those families including a partnership with the Children's Hunger Project and Sharing Center which provides meals for families and also through several business partners, families are given things such as school supplies.

MILA also has a Social Worker who will support students needs socially, emotionally and physically as well as be a resource for the families.

The guidance counselors as well as the social workers meet with classes as well as small groups to provide lessons on socio-emotional as well as social skill topics.

MILA also works with outside counseling agencies to help provide families with additional resources.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

MILA Elementary hosts a Kindergarten Round-Up each spring for incoming kindergarten families. We reach out to local daycares and preschools to help us disseminate the information about this event. Families are invited to come tour our campus, hear a presentation about what kindergarten is like as well as have staff such as administration, guidance counselors and our social worker on hand if their are any questions.

For our sixth grade students, to help the transition to middle school we host several local

secondary schools to present to the students about programs they offer. Also, as secondary schools provide us with informational night they are hosting, we notify our families of these events through our school newsletter, flyers to send home as well as posted on our school website.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

-MILAs leadership team, headed by Dr. O'Brien, Principal, meet bi-monthly to discuss overall resources, school need, instruction, and resource management.

Title II Professional Development: Throughout the year, MILA will offer several professional development trainings that will help support our school wide goals. Trainings will include topics such: understanding how to work with parents as partners, Literacy, Positive Behavior Interventions and Support, Eureka Math, Science Instruction, i-Ready, Socio-Emotional Learning and also the MTSS process. Title III-ESOL Language Instruction for English Language Learners (Title III) works to address the needs of our ESOL students through collaboration with our ESOL instructional assistant and Brevard Public Schools ESOL Resource Teacher. MILA strives to provide families with school documents in their native language such as school newsletter and Compact, and events/meetings can be translated when needed/requested. Title IV-Well-Rounded Education/School Safety/Educational Technology: MILA has a Social Worker who will support students' needs socially, emotionally and physically as well as be a resource for the families. Title IX-Homeless: MILA's Guidance Counselors meet with parents as needed to support the needs of our homeless students and those in transition. We provide several services for those families including a partnership with the Children's Hunger Project and Sharing Center which provides meals for families and also through several business partners, families are given things such as school supplies. FDLRS/ESE services: Individuals with Disabilities Act (IDEA) is a joint partnership that helps provide professional development opportunities as well as training for Title 1 parents of ESE students through the Office of Exceptional Education, Title 1 and FDLRS. We collaborate with our families to best meet the needs of their student. Preschool Programs (Head Start/VPK): Voluntary Pre-Kindergarten has Title 1 funding that helps supplement the program, allowing us to offer full day services for our VPK students and their families.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In order to expose our students to opportunities that could lead to college and career readiness, we have several local secondary schools come present to our sixth grade students- this include dual enrollment, Cambridge program and schools of choice. These presentations help students understand their options as well as provides information about the different programs they can choose from.

Also, we have a coding club after school where we partner with Code Craft and students who participate learn about computer programming as well as coding. This opportunity allows students to see first hand and explore what careers that are available that lends itself to having knowledge and experience with coding.

MILA also hosts a annual Science Fair where grades 4-6 students are encouraged to submit a project. At the fair, we partner with our local high school's science research students as

well as members of the community with science backgrounds. These guests, judge as well as interview each one of our participants which gives our students feedback from those in the science field.