Brevard Public Schools

MILA ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 7

D. Early Warning Systems 8

II. Needs Assessment/Data Review 12

A. ESSA School, District, State Comparison 13

B. ESSA School-Level Data Review 14

C. ESSA Subgroup Data Review 15

D. Accountability Components by Subgroup 16

E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Learning Environment 43

V. Title I Requirements (optional) 47

VI. ATSI, TSI and CSI Resource Review 53

VII. Budget to Support Areas of Focus 54

School Board Approval

This plan was approved by the Brevard County School Board on Approved by School Board on Sept. 10, 2026. .

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 (2026)

Provide the school's vision statement

At MILA Elementary, every student thrives through coherent, high-quality instruction rooted in grade-level benchmarks and a relentless pursuit of mastery. MILA teachers design rigorous, standards- and benchmark-aligned learning experiences that spark engagement, foster rich academic discourse, and support every learner through guided instruction and purposeful differentiation.

Grounded in Brevard Public Schools' Instructional Agreements and the Core Components of Effective Teaching, we champion excellence in every classroom. We ensure that all students are served with excellence as the standard, empowered to achieve grade-level mastery of 75% or higher, and prepared to thrive in the demands of middle and high school. (Revised-2026)

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dawna O'Brien

obrien.dawna@brevardschools.org

Position Title

Principal

Job Duties and Responsibilities

The leadership team under the direction of the Principal, 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.

Leadership Team Member #2

Employee's Name
Scott Sayler

Sayler.scott@brevardschools.org

Position Title
Title I Interventionist

Job Duties and Responsibilities

Title 1 teacher who supports students in grades K-6 in both ELA and math. He supports core intervention, school culture and PBIS

Leadership Team Member #3

Employee's Name
Cynthia Dawson

Dawson.cynthia@brevardschools.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Serve as administrator at MILA. Duties include overseeing curriculum, evaluation, and school operations.

Leadership Team Member #4

Employee's Name
Kristen Turner

Turner.kristen@brevardschools.org

Position Title
Literacy Coach

Job Duties and Responsibilities

Reading Interventionist who works with our instructional staff to support them during the ELA block. She models, pulls lessons, observes and works with students.

Leadership Team Member #5

Employee's Name
Kim Watrin

Watrin.Kimberly@brevardschools.org

Position Title
Elementary Specialist

Job Duties and Responsibilities

Title 1 Elementary Specialist who coordinates intervention, Title I compliance, and family/parent engagement. She supports students in grades K-6 in both ELA and math through the MTSS process

Leadership Team Member #6

Employee's Name
Jennifer Lovell

Lovell.Jennifer@brevardschools.org

Position Title
Guidance Counselor

Job Duties and Responsibilities

Serve as the school counselor supporting mental health, proactive student and family support, threat assessment, SRI, and additional student and faculty needs.
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Leadership Team Member #7

Employee's Name
Kerena Ferreira

Ferreira.Kerena@brevardschools.org

Position Title
ESE Support Specialist

Job Duties and Responsibilities

To support the programming and compliance of students with disabilities. Monitors BPIE initiatives within the school.

Leadership Team Member #8

Employee's Name
Amber Ochoa

Ochoa.Amber@brevardschools.org

Position Title
ESE Teacher/ SAC Chair

Job Duties and Responsibilities

To assist with core curriculum for students with disabilities and serve as a support for behavioral professional development for paraprofessionals.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

MILA Elementary welcomes stakeholder involvement in the development of the School Improvement Plan. Throughout the year, the team, including faculty, community and business leaders, parents, teachers, SAC and support staff meet in person an online to review data and provide input into the plan development, review, and outcomes. In June, the MILA Leadership Team participated in the ASCEND conference where a plan and needs assessment were used to develop the 2026-2027 School Improvement Plan. At the start of the year the Comprehensive Needs MILA ELEMENTARY SCHOOL 2025-26 SIP Assessment (CNA) and other data are shared with teachers, parents, business and community members, and SAC. Exit slips are collected and the data used to add to the CNA and mid-year review. That information is used to develop and revise the SIP. Throughout the year the SIP is reviewed and survey/observational data collected to support continuous review and improvement within the plan. All MILA stakeholders are invited to participate in working on the Comprehensive Needs Assessment and the development of the SIP goals for 2026-2027. Through ESE survey, family engagement venues, and Title I program survey all stakeholders have an opportunity to contribute to the overall CNA and development of the SIP. The SIP draft is shared with staff, SAC, and PTO at the beginning of the school year and then posted on the district and school website for review

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be reviewed monthly in the MILA Leadership Team Meeting, quarterly with teachers, and biyearly with SAC and PTO. The SIP will remain posted on the MILA website for parent and community member review. The SIP at MILA is monitored and reviewed regularly for effective implementation and progress toward focus area achievement goals. Goals for the Leadership Team, Coaches, and teachers are written into the SIP quarterly and will be monitored based on the specific action steps. Classroom walkthroughs to monitor implementation will occur weekly with trends reviewed at least bimonthly at Leadership Team meetings. MILA will revise the SIP based on the needs identified during the review meetings to ensure continuous improvement is monitored and the SIP reflects needed changes. The SIP will be monitored for impact on student achievement through student assessment data review through quarterly monitoring of goals that are tied to the Title I plan. Staff will review all data especially subgroups with the greatest achievement gaps (SWD (Y7), Black). data is reviewed at weekly PLC meetings, problem solving meetings, and with grade level teams. Quarterly, the leadership team will meet to discuss trend data and complete the SIP midyear review. The results will be shared with all MILA stakeholders. The SIP is revised based on stakeholder input and trend data from the mid year review. Evidence of Impact will be monitored based on the quarterly goals aligned to the SIP, discipline data tied to PBIS, quarterly attendance data, and student achievement

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-6**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	49	53	40	57	46	44	38			327
Absent 10% or more school days	12	16	10	16	9	10	11			84
One or more suspensions	3	9	3	8	6	8	7			44
Course failure in English Language Arts (ELA)	0	0	1	0	0	1	0			2
Course failure in Math	0	0	0	0	1	4	0			5
Level 1 on statewide ELA assessment	8	27	12	15	14	10	4			90
Level 1 on statewide Math assessment	8	17	11	17	18	11	2			84
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	28	16	26						83
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2026-27

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	7	17	7	16	10	9	11			77

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	6	1	8	1	1	0			18
Students retained two or more times	0	0	0	1	4	4	1			10

Prior Year (2025-26) As Last 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	
School Enrollment	40	48	41	54	50	42	39			314
Absent 10% or more school days	12	14	15	15	12	9	12			89
One or more suspensions		6	5	2	13	4	13			43
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment		17	13	22	17	10	14			93
Level 1 on statewide Math assessment		20	12	23	23	8	17			103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	20	18	35	13	16	38			149
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	10	15	23	4						52

Prior Year (2025-26) As Last Reported (pre-populated)

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		10	8	12	16	5	12			63

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		7	1	6	1	1				16
Students retained two or more times				1	5	4	1			11

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	52	65	62	46	62	59	40	61	57
Grade 3 ELA Achievement	49	63	61	43	58	59	42	59	58
ELA Learning Gains	60	67	63	56	62	60	59	64	60
ELA Lowest 25th Percentile	57	61	58	47	57	56	68	60	57
Math Achievement*	46	66	66	46	63	64	42	62	62
Math Learning Gains	62	68	64	64	67	63	65	68	62
Math Lowest 25th Percentile	50	55	50	64	54	51	56	59	52
Science Achievement	57	66	62	30	62	58	47	60	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		57	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	433
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
54%	52%	52%	32%	56%	41%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	37%	Yes	7	
English Language Learners	69%	No		
Black/African American Students	38%	Yes	4	
Hispanic Students	64%	No		
Multiracial Students	57%	No		
White Students	57%	No		
Economically Disadvantaged Students	51%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	52%	49%	60%	57%	46%	62%	50%	57%					
Students With Disabilities	28%	45%	37%	38%	24%	46%	44%						
English Language Learners	43%		76%		67%	88%							
Black/African American Students	28%		45%		24%	55%							
Hispanic Students	62%	60%	67%		62%	73%	60%	64%					
Multiracial Students	60%		62%		53%	54%							
White Students	55%	60%	60%	73%	45%	60%	45%	57%					
Economically Disadvantaged Students	46%	48%	53%	59%	39%	60%	52%	53%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%	43%	56%	47%	46%	64%	64%	30%					75%
Students With Disabilities	19%	17%	38%	39%	18%	51%	55%	7%					
English Language Learners	44%		63%		56%	69%							75%
Black/African American Students	28%	29%	33%	38%	26%	56%	67%						
Hispanic Students	59%		73%		54%	73%							69%
Multiracial Students	58%		76%		42%	76%							
White Students	47%	46%	50%	55%	49%	59%		37%					
Economically Disadvantaged Students	47%	49%	54%	42%	43%	62%	64%	23%					72%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	42%	59%	68%	42%	65%	56%	47%					47%
Students With Disabilities	16%	25%	57%	65%	17%	45%	55%	18%					
English Language Learners	36%		71%		29%	64%							47%
Black/African American Students	24%	23%	55%	70%	27%	52%	33%	36%					
Hispanic Students	58%		54%		39%	73%							
Multiracial Students	29%	17%	63%		39%	68%							
White Students	46%	58%	59%	73%	51%	64%	60%	65%					
Economically Disadvantaged Students	36%	37%	58%	62%	39%	61%	54%	40%					

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	63%	-17%	60%	-14%
ELA	4	38%	61%	-23%	60%	-22%
ELA	5	50%	62%	-12%	61%	-11%
ELA	6	74%	74%	0%	62%	12%
Math	3	35%	66%	-31%	66%	-31%
Math	4	33%	62%	-29%	65%	-32%
Math	5	40%	58%	-18%	62%	-22%
Math	6	71%	74%	-3%	60%	11%
Science	5	58%	64%	-6%	60%	-2%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

3rd grade ELA 6% increase from 43% in 2024-2025 to 49% in 2025-2026.
MILA used an interventionist who front loaded lessons and supported core instruction through explicit, systematic, scaffolded instruction rooted in the grade level benchmarks and data review.

ELA BQ Learning Gains 11% increase from 47% in 2024-2025 to 58% in 2025-2026.
MILA reworked ESE resource support to work on grade level benchmarks explicitly with differentiation and scaffolding to access on grade level core. Title I and interventionist front loaded material and used data to reteach prerequisite skills. The Literacy Coach planned collaboratively with teachers to focus on grade level benchmarks and align student tasks to the rigor of the content through whole and small group.

Science 24% gain from 30% in 2024-2025 to 54% in 2025-2026.
MILA changed the STEM teachers schedule to work with 5th grade and explicitly teach the 3rd and 4th grade standards. She then cotaught labs with the 5th grade teachers. 5th grade teachers focused on the 5th grade content, used PENDA to support science skill acquisition and focused on science academic vocabulary.

Lowest Performance

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

The lowest performance was overall math. Math proficiency increased 1% from 46% in 2024-2025 to 47% in 2025-2026. Math learning gains increased by 3% from 64% in 2024-2025 to 67% in 2025-2026. Math BQ decreased 22% from 64% IN 2024-2025 to 42% in 2025-2026.
Intervention time was not used effectively or was skipped based on the core lesson development. This prevented teachers from meeting the differentiated needs of students losing valuable instructional time. Students have difficulty with academic math vocabulary further making real world problem difficult to solve. Students in VE spent more time on Iready instead of hands-on visual representations of math concepts.

Greatest Decline

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

The greatest decline was in math lowest 25% BQ. MILA lost 22% from 64% in 2024-2025 to 42% in 2025-2026.
Multiple factors led to the decrease including intervention time not taught explicitly with data analyzed to make the best instructional decisions and lack of visual representations to support curriculum decisions.

Greatest Gap

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.

MILA's largest FAST Math performance gap was identified in 4th grade, where 33% of students demonstrated proficiency compared to the state average of 66%, resulting in a 32-percentage-point gap. The next greatest gap was in 3rd grade math, where MILA had 35% proficiency compared to the state average of 66%, resulting in a 31-percentage-point gap. These outcomes indicate a need to strengthen math instruction in the intermediate grades through targeted small-group instruction, consistent use of assessment data, increased opportunities for students to engage in rigorous problem solving, and focused intervention aligned to identified benchmark needs. Possible contributing factors include unfinished foundational learning, inconsistent mastery of grade-level standards, limited fluency, challenges with multi-step problem solving, and the need for more frequent progress monitoring to adjust instruction based on student performance.

EWS Areas of Concern

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

Attendance continues to be an area of concern at MILA. In 25-26, 84 students missed 10% or more of school. Mila improved attendance from 91.94% in 2024-2025 to 93.25% in 2025-2026. MILA also decreased chrinic absenteeism from101 students to 84 a decrease of 7%. The goal is 94% attendance or better. MILA will continue to work on this area in the 2026-2027 school year. Students being in school is one of the biggest indicators of academic success. Pre-K and K attendance conrinue to be lower than first through 6th grade. Extra effort will be spent on educating MILA families on the inportance of early childhood education and attendance.

Highest Priorities

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

ELA proficiency (RAISE STATUS)
ELA Learning Gains
Math BQ Learning gains

SWD ESSA (Year 7 CSI)
Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Fifth grade Science proficiency at 57% from 30% in 2024-2025 for the 2025-2026 school year, an increase of 27% from the previous year.
The district average is 64% and the state average is 60%. This data indicates a need to strengthen instruction in science to improve Science achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2027, the percent of students proficient (3+) on Florida BEST Science Assessment will increase from 57% to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data Analysis: Analyze assessment data (after unit assesments) and weekly PENDA data after collaborative planning to determine whether instructional adjustments are improving student outcomes. Fifth grade benchmarks will be monitored by the classroom and Title I teachers (T), identify benchmarks not mastered and develop an intervention plan with 5th grade teachers and the STEM teacher.

Quarterly Monitoring: Review data each quarter and adjust action steps as needed.

Walkthrough Alignment: Conduct classroom walkthroughs in Tier 1 classrooms and STEM looking for evidence that agreed upon content and instructional practices are visible in instruction.

Person responsible for monitoring outcome
Title I, Principal, and Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Explicit Instruction using high effect strategies: Visible Learning (T)and Corrective Feedback: This is an evidence based and structured approach where teachers model and explain skills, guide practice and gradually release responsibility with sequenced instruction, frequent checks for understanding, feedback and practice opportunities aligned with evidence based instructional startegies.

Rationale:
Explicit Instruction and Corrective Feedback will improve mastery and retention of benchmarks while addressing learning gaps. Effective implementation requires collaborative planning (T), aligned outcomes across all teachers (gen ed, ESE, ELL), and a student-centered environment which will create coherence for learners.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1st Quarter: Establish Coherent Tier 1 Instruction

Person Monitoring:
Leadership Team

By When/Frequency:
1st Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
* Establish STEM and 5th grade schedule
* Schedule Nicole K. (district coach) to support planning
* Aggregate the data from FAST 2025-26
* Identify students with disabilities in 5th grade and set a goal for academic science vocabulary using the passport MILA developed (T).
Teacher Actions:
*Follow district pacing guide
*Collaborate and plan with STEM teacher
*Establish PENDA schedule with accountability
*Explicit instruction of benchmarks
*Implement vocabulary passports setting goals for student progression including working with ESE teachers to set academic goals for SWD.

Instructional Coach Action:
*Nicole K. planning with teachers

Action Step #2
2nd Quarter: Strengthen Tier 1 Explicit Instruction through Collaborative Planning

Person Monitoring:
Leadership Team

By When/Frequency:
2nd Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
* Monitor STEM schedule, instruction and PENDA data and usage
* Collect walkthrough data during instruction
* Give specific feedback on explicit instruction
*Monitor support and goals for academic vocabulary for SWD.
Teacher Actions:
* Use explicit instruction aligned with grade level benchmarks
* Align rigorous tasks with benchmarks
* Collaboratively plan with grade level, STEM teacher.
*Set goals for the science passport and monitor progression of SWD with ESE teachers.
Instructional Coach Action:
*Nicole K. collaborative planning with teachers
*Review important concepts for the quarter with rigorous task alignment within the 5 E model.

Action Step #3
3rd Quarter: Data-driven adjustments

Person Monitoring:
Leadership Team

By When/Frequency:
3rd Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
* Analyze walkthrough, PENDA, SSA reviewed data and make instructional adjustments
* Continue to collect walkthrough data during instruction, giving corrective feedback
* Highlight high effect strategies
*Analyze passport goals and make adjustments to support SWD.
*Assist with operational side of zoo school, ensuring adequate supervision, payment, and goals to be achieved during the instructional time (T).
Teacher Actions:
* Review data and make adjustments to instruction
* Collaboratively plan with STEM teacher focusing on benchmarks not met
*Analyze passport goals and make adjustments to support SWD.
*Work with ESE teachers to explicitly teach science released questions and model the correct answer.
*Implement Science bootcamp and ASP to support additional science progression (T).
*Set goals for zoo school and report on progress (T)
Instructional Coach Action:
* Nicole K. planning with teachers focusing on benchmarks taught 3rd and 4th grade that 5th graders will be tested on in the spring of 2026.
*Review data and assist in making instructional decisions based on the data.
*Assist with review of Science Bootcamp and monitor implementation.

Action Step #4
4th Quarter

Person Monitoring:
Leadership Team

By When/Frequency:
4th Quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
* Conduct EOY science assessments from PENDA, analyze the data and plan for reteaching
* Continue to collect walkthrough data during instruction, giving corrective feedback
*Continue to walkthrough science and monitor instruction leading up to the spring BEST 5th grade science assessment.
*Monitor science additional bootcamp and ASP support (T).
Teacher Actions:
* High-quality benchmark instruction through the end of the year
* Celebrate student and teacher success.
*Continue implementing science bootcamp, ASP, and explicitly teaching released items up to the testing window.
*Differentiate instruction for students based on science data.
Instructional Coach Action:
* Nicole K. planning with teachers, review data

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025–2026, Students with Disabilities (SWD) at Mila Elementary School achieved 31% proficiency in ELA up from 19% (+22%) in 2024-205, 42% up from 17% (+35%) in 2024-2025 in 3rd grade ELA, and 45% up from 39% (+6%) in 2024-2025 in LG for ELA lowest 25% reflecting improvement in all areas of ELA from 2024-2025. In mathematics MILA achieved 29% proficiency in 2025-2026 up from 18% (+11%) in 2024-2025, Math learning gains decreased to 50% in 2025-2026 from 51% (-1%) in 2024-2025, math lowest 25% decreased in 2025-2026 to 44% from 55% (-11%) in 2024-2025. Science increased in 2025-2026 to 20% from 7% (+13%) in 2024-2025. Despite increases in all of ELA and math proficiency, performance remains below the ESSA benchmark of 41% at 37.75% (an increase from 31% (+6.75%) in 2024-2025) indicating that progress, while positive, is not sufficient.
Student learning is impacted as SWD continue to demonstrate gaps in meeting grade-level standards, limiting access to core instruction and overall academic progress. This focus was identified through prior year data trends showing insufficient growth.

Efforts will prioritize consistent access to grade-level content through high-leverage instructional practices, including explicit instruction and structured collaboration among ESE teachers, general education teachers, support specialists, and Title I staff.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2026–2027 school year, the ESSA Federal Index for Students with Disabilities (SWD) will increase to above 41%, improving from 37% in 2025–2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress will be monitored through analysis of FAST PM3 assessment data from the 2025–2026 to 2026–2027 school years to measure proficiency and learning gains. Additional data sources, including i-Ready, ongoing progress monitoring, IEP goal data, and classroom assessments, will be used to evaluate both implementation and impact and to inform instructional adjustments. The following areas will be monitored overall to improve proficiency that will lead to stduents with disabilities achieiving a 41% in overall proficiency based on ESSA Federal calcualations:
ELA proficiency will increase from 53% in 2025-2026 to 55% in 2026-2027, ELA learning gains from 61% in 2025-2026 to 62% in 2026-2027. Mathematics proficiency will increase from 47% in 2025-2026 to 50% in 2026-2027, and Math learning gains from 61% in 2025-2026 to 65% in 2026-2027, the bottom quartile in math will increase from 44% in 2025-206 to 50% in 2026-2027. Science will increase from 25% SWD achieving proficiency to 30% SWD achieving proficiency. This growth will be driven by targeted efforts to raise proficiency in ELA, Math, and Science.

Person responsible for monitoring outcome

Support Specialist, Principal, Elementary Specialist

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement explicit, standards-aligned instruction with fidelity to ensure Students with Disabilities (SWD) have consistent access to grade-level standards across grades K–6. Instruction will include clear learning targets, success criteria, explicit modeling, guided practice, and scaffolded support. Teacher teams will plan collaboratively to provide coherent instruction across the three Tiers of support as outlined in the Florida Success Model. Implementation will be monitored through leadership walkthroughs, lesson plan reviews, and collaborative planning documentation, as well as

teacher input during regular data and planning meetings to ensure fidelity of instructional practices. Impact will be monitored using FAST PM3 data. Additionally, Mila Elementary will implement structured collaboration between ESE and general education teachers, with support from instructional coaches, support specialists, and Title I staff (T)across grades K–6. Teams will use student data, including progress monitoring and IEP goals, to plan standards-aligned instruction, targeted interventions, and measurable outcomes for Students with Disabilities (SWD). Implementation will be monitored through collaborative planning notes and leadership walkthroughs to ensure consistent use of data and instructional practices. Impact will be monitored using FAST PM3 data, and IEP goal progress.

Rationale:
Explicit instruction was selected because it provides clear, structured teaching that supports Students with Disabilities (SWD) in accessing and mastering grade-level standards through modeling, guided practice, and scaffolding. Collaborative planning was chosen to ensure alignment and consistency of instruction across general and ESE settings, allowing teachers to use data to inform instruction, implement IEP supports effectively, provide targeted interventions, and aligns with the district strategic plan goals. Together, these strategies create a systematic approach to improving instructional quality, increasing access to grade-level content, and accelerating student progress toward proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
First Quarter – Pre-Planning, Professional Learning, and System Setup

Person Monitoring:
Support Specialist, Principal, Elementary Specialist

By When/Frequency:
Monthly starting Q1

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
• Deliver targeted professional learning during pre-planning on high-leverage practices, visible learning high effect strategies (T) including explicit instruction, teacher clarity, collaborative practices, and Florida Literacy Instructional Practice Profiles (Explicit, Systematic, Scaffolded Instruction; Corrective Feedback; Differentiated Instruction), as well as the use of person-first language in written and verbal communication.
• Train all faculty on accessing and using FAST data reports to inform instruction.
• Develop a master schedule that ensures common planning time for general education, ESE teachers, and support staff, along with a system to document collaborative planning.
• Establish clear PLC expectations, including protocols for documentation, data analysis, and collaboration.
• Implement a consistent MTSS/problem-solving process to support student progress in the general curriculum across all grade levels and settings.
• Establish a protocol to ensure that all SWD have equitable access to school-sponsored, non-

academic, age-appropriate activities, including electives, clubs, awards assemblies and field trips.
Teacher Actions:
• Participate in professional learning on high-leverage practices, Florida Literacy Instructional Practice Profiles, and person-first language in written and verbal communication.
• Access and review student IEPs and accommodations to ensure implementation during instruction.
• Collaborate with the ESE support specialist to develop and monitor systems for fidelity of accommodation implementation.
• Plan and deliver standards-aligned instruction using grade-level benchmarks and IEP goals.
• Use FAST data to identify areas of need and plan targeted instruction to address weak benchmarks.
• Actively participate in MTSS trainings and problem-solving processes.
Instructional Coach Actions:
• Deliver comprehensive professional development on the Tier 1 checklist across all grade levels to strengthen instructional effectiveness.
• Conduct biweekly classroom walkthroughs using the Tier 1 checklist to monitor and ensure consistent implementation and then provide feedback.

Action Step #2
Second Quarter – Implementation, Collaborative Planning, and Targeted Support

Person Monitoring:
Support Specialist, Principal, Elementary Specialist

By When/Frequency:
Monthly starting Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
• Monitor fidelity of explicit instruction and support facilitation through walkthroughs, observations, and feedback cycles.
• Facilitate ongoing PLC meetings for data review, curricular alignment, and collaborative planning.
• Provide coaching on teacher clarity, explicit instruction, scaffolded supports, and the use of person-first language in written and verbal communication.
• Ensure consistent implementation of collaborative planning structures across grade levels.
• Monitor and support the MTSS problem-solving process, including regular data reviews, progress monitoring, and adjustment of interventions based on student needs.
• Monitor implementation of protocols to ensure SWD have equitable access to school-sponsored, non-academic, age-appropriate activities, including electives, clubs, field trips, and awards assemblies.
Teacher Actions:
• Implement collaborative teaching and support facilitation to support SWD within general education classrooms.
• Utilize and document collaborative planning to align standards-based lessons, scaffolds, accommodations, and targeted interventions.
• Apply high-leverage instructional practices, including explicit instruction, scaffolded supports, teacher clarity, and person-first language in written and verbal communication.
• Collect, analyze, and respond to progress monitoring and FAST data to adjust instruction and provide targeted interventions.
• Actively participate in the MTSS problem-solving process, including data meetings and progress monitoring.
• Support and promote equitable access for SWD to school-sponsored activities, including awards assemblies.
Instructional Coach Actions:
• Facilitate collaborative planning with General Education and ESE teachers to analyze assessment

data, identify student needs, and determine appropriate adjustments or changes needed to meet students individual needs.
• Use the Collaborative Teaching Practices (CTP) walkthrough tool to support teams and provide targeted feedback for continuous improvement

Action Step #3
Third Quarter – Data driven adjustment

Person Monitoring:
Support Specialist, Principal, Elementary Specialist

By When/Frequency:
Monthly starting Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
• Conduct a mid-year review of student data (FAST, i-Ready, formative, and classroom assessments) for SWD and develop a targeted action plan to increase proficiency and learning gains.
• Facilitate data meetings and MTSS problem-solving processes with grade-level teams to analyze data, make instructional decisions, and adjust interventions based on student progress.
• Provide ongoing feedback through walkthroughs and observations focused on collaborative teaching practices, explicit instruction, clarity, and differentiated supports.
• Ensure continued fidelity of collaborative planning and implementation of instructional supports across grade levels.
• Review SWD participation in school-sponsored, non-academic, age-appropriate activities to ensure equitable access and inclusion.
Teacher Actions:
• Adjust instruction weekly based on FAST,I-Ready, progress monitoring, and classroom data.
• Collaborate with ESE support facilitators and general education teachers to refine explicit instruction, lesson clarity, accommodations and scaffolded supports.
• Consistently implement high-leverage instructional practices, including explicit instruction, differentiation, scaffolded supports, and person-first language.
• Engage in ongoing data review, progress monitoring, and MTSS problem-solving to adjust instructional goals and interventions.
• Ensure SWD are included in all school-sponsored activities.
Instructional Coach Actions:
• Collaborate with support specialists to review current data, active evaluations, and students who may require evaluation, ensuring that appropriate support is consistently implemented within the classroom.
• Partner with ESE teachers to analyze student data and provide guidance on instructional adjustments needed to support progress toward grade-level expectations and proficiency

Action Step #4
Fourth Quarter – Continued Adjustments for Proficiency and Learning Gains

Person Monitoring:
Support Specialist, Principal, Elementary Specialist

By When/Frequency:
Monthly starting Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leader Actions:
• Conduct an end-of-year review of SWD proficiency and learning gains in ELA and mathematics using FAST and other relevant data sources (i-Ready, IEP goals).
• Evaluate the effectiveness of collaborative teaching, support facilitation, explicit instruction, and

scaffolded supports.
• Analyze MTSS processes and intervention effectiveness to inform planning for the upcoming school year.
• Review implementation of collaborative planning structures, PLC processes, and the master schedule, and plan refinements.
• Review SWD participation in school-sponsored activities, including awards assemblies and field trips, to ensure equitable access.
• Recognize and celebrate teacher and student success while providing structured support and goal-setting for the upcoming school year.
Teacher Actions:
• Reflect on instructional practices and student growth using FAST, progress monitoring, and classroom data.
• Share effective instructional strategies and best practices across teams.
• Identify persistent learning gaps and priority areas for intervention.
• Engage in MTSS reflection and problem-solving to evaluate the effectiveness of supports.
• Plan instructional goals and next steps for the upcoming school year.
• Reflect on and support equitable inclusion of SWD in school-sponsored activities.
Instructional Coach Actions:
• Collaborate with the leadership team to plan next steps and establish priorities for the upcoming school year.
• Analyze and compare beginning-of-year and end-of-year performance data to evaluate student growth and learning gains, with a particular focus on students with disabilities.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Statewide assessment results from 2025–2026 indicate that **47% of MILA Elementary students scored at or above proficiency in mathematics**, placing the school below both district and state averages. Item-level analysis shows consistent weaknesses in high-leverage standards, including number sense, multi-digit operations, fractions, and multi-step problem solving.
Progress monitoring data (K–6) further confirms that students are not meeting grade-level expectations in foundational numeracy and operational fluency.
Overall Math Proficinecy raise from 47% in 2025-2026 to 50% in 2026-2027.
38% proficiency 3rd Grade raise to 50%
33% proficiency 4th Grade raise to 50% 40% proficiency
5th Grade raise to 50%
71% proficiency 6th Grade raise to 75%
Learning Gains 61% raise to 65%

Bottom Quartile 42% raise to 50%

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2027, the percentage of MILA Elementary students scoring at or above proficiency in Mathematics will increase from 47% to 50% as measured by the Florida statewide assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through a combination of progress-monitoring assessments, instructional walkthroughs, data team meetings, and MTSS documentation. Teachers will administer **FAST PM1–PM3**, I-Ready diagnostics, and bi-weekly common formative assessments to track student progress toward proficiency. Grade-level PLCs will analyze student work samples, error patterns, and assessment data every two weeks to adjust instruction, identify students needing intervention, and monitor the effectiveness of small-group instruction. Administrators and instructional coaches will conduct weekly math walkthroughs using a standards-aligned observation tool to monitor implementation of small-group instruction, use of manipulatives and models, and alignment to grade-level standards. Feedback will be provided to teachers within 48 hours, and trends will be reviewed monthly to determine professional development needs.
Implementation Monitoring: 1. Classroom walkthrough observations weekly using a math look-for tool. 2. Leadership attendance at grade level planning meetings 3. Coaching cycle tracker
Impact Monitoring: 1. FAST Progress Monitoring (PM1–PM3): Review data after each window to track progress toward grade-level and schoolwide goals. 2. I-Ready Diagnostics & Standards Mastery (K–6): Monitor student growth and standards mastery to inform instructional adjustments and regrouping 3. Data Chats: Conduct quarterly reviews of formative and summative data to monitor subgroup progress and identify students for intervention or enrichment. 4. Tier 1 Fidelity: Monitor data to ensure Tier 1 meets ≥80% of student needs; revise core instruction when benchmarks are not met.

Person responsible for monitoring outcome

Principal, Assistant Principal, Instructional Coach/Title I Interventionist

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:

Focus on explicit systematic instruction, and math best practices to strengthen Tier 1 instruction. Incorporate best practices for math instruction such as: • Academic vocabulary instruction • Student discourse / math talk • Problem solving & reasoning • Multiple representations (visuals, manipulatives, symbols) • Scaffolded and spiraled review • Collaborative learning and peer explanations The evidence-based intervention for this Area of Focus is a multi-component, research supported approach that includes small group instruction, explicit teaching, visual models, and data driven intervention cycles. These strategies are supported by strong and moderate evidence under ESSA and are designed to improve student proficiency in mathematics and close achievement gaps at MILA Elementary.

Rationale:
The selected evidence-based intervention—standards aligned small group instruction supported by explicit teaching, visual models, and data driven intervention cycles—was chosen because it directly addresses the specific learning gaps identified in MILA Elementary's math performance data. State assessment results show that only 47% of students reached proficiency in mathematics, with the lowest performance occurring in high leverage areas such as number sense, multi digit operations, fractions, and multi-step problem solving. These skills require targeted, differentiated instruction that cannot be fully addressed through whole group teaching alone. Small group instruction allows teachers to provide precise, skill specific support based on real time data from FAST, i Ready, and common formative assessments. This approach is particularly effective for MILA's student population, where a large percentage of students are economically disadvantaged and benefit from increased instructional scaffolding, modeling, and opportunities for guided practice. The strategy also supports the needs of "bubble students" who are close to proficiency and can make rapid gains with targeted intervention. Explicit instruction and the use of visual representations were selected because they are strongly supported by research for improving conceptual understanding and procedural fluency in elementary mathematics. These practices help students bridge the gap between concrete understanding and abstract reasoning—an area where MILA students demonstrated consistent difficulty on item level analysis. Finally, the data driven intervention cycle ensures that instruction is continuously adjusted based on student performance. This is essential for a schoolwide improvement effort, as it allows teachers and the leadership team to monitor progress, identify students who are not responding to instruction, and provide timely intervention through MTSS. In summary, this evidence based intervention was selected because it directly aligns with MILA Elementary's identified needs, is supported by strong research, and provides the targeted, responsive instruction necessary to increase math proficiency from 47% to 50%.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
First Quarter – Establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Principal, Assistant Principal, Instructional Coach/ Title I Interventionist	Monthly starting Q1

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Leadership Actions:
-Establish a structured math planning time for each grade level that includes general education, ESE, and
member of leadership team to collaboratively plan standards-based instruction, math tasks, strategies, manipulatives/visual representations, academic language, and small group instruction (Teacher Table, math learning stations).
- Provide professional learning/non-negotiables on strong Tier 1 elementary math instruction, including: Explicit instruction / Gradual Release, use of manipulatives, math discourse, and visual models (T).
- Launch coaching cycles based on need focused on: Explicit teaching, gradual release, effective use of Teacher Table small groups, and use of high effect strategies to support engagement (T).
- Conduct walkthroughs using the Brevard Walkthrough Tool to monitor implementation of benchmark-aligned instruction and planning coherence.
- Implement systems to use I Ready diagnostic data, FAST, and classroom data to form flexible small groups and identify student needs.
Teacher Actions:
- Participate in collaborative planning to effectively deliver lessons with standards-aligned instruction, aligned math tasks, high effect strategies (T), manipulatives/visual representations, academic language, and small group instruction (Teacher Table, math learning stations).
- Participate in professional learning/best practices in engagement and instructional strategies and implement strong Tier 1 math instruction.
- Engage in coaching cycles by implementing explicit teaching (gradual release) and effective use of Teacher Table small groups, while applying feedback to improve instruction.
- K-2 Teachers: Implement Daily Number Routines
- 2nd-6th Teachers: Implement I-Ready Fluency Flight
- Administer district baseline formative assessments to identify skill gaps, use data to make instructional decisions
- Collaborate with ESE teachers to plan and provide targeted small-group instruction aligned to core lessons.
- Teachers will utilize new grade level slide decks
- Develop a master schedule that puts intervention first in each grade level block.
Instructional-District Coach Actions
1. Provide Professional Development on new math slide deck and district resources.
2. Walkthrough classrooms using a district tool to collect baseline data on explicit instruction tied to the BPS pacing guide, high effect strategies and instructional resources (T).
3. Develop a plan with administration for walkthrough, coaching, and feedback.

Action Step #2
Second Quarter – Strengthen Tier 1 Explicit Instructions Through Collaborative Planning

Person Monitoring:	**By When/Frequency:**
Principal, Assistant Principal, Instructional Coach/ Title I Interventionist	Monthly starting Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
- Strengthen team planning by requiring rehearsal of explicit instruction (Gradual Release-modeling, think-aloud, guided practice) and aligned lesson plans with planned checks for understanding for whole and small group. ESE Teacher participates in team planning.
- Calibrate observations and feedback among the leadership team to ensure consistent expectations

for high-quality Tier 1 instruction
- Coaching cycles will be shorter (weekly touch points) based on needs identified related to explicit instruction with follow-up observation to see evidence of change in practice.
- Document, using the Brevard Walkthrough Tool, evidence of high-quality implementation of explicit instruction and facilitate peer observations of strong Tier 1 instruction.
- Use I-Ready and formative assessment data to monitor implementation and ensure alignment across Tier 1 and intervention instruction.
Teacher Actions:
- Rehearse explicit instruction (modeling, think-alouds, guided practice) during team planning and produce aligned lesson plans with intentional checks for understanding for whole and small groups.
- Consistently implement strong Tier 1 (and Big M) math practices with increased precision, using explicit
instruction (modeling, think-aloud, gradual release, and checks for understanding), and high effect strategies to ensure all students access grade-level standards and demonstrate understanding (T).
-Participate in peer observations of high-quality Tier 1 instruction and implement observed best practices to
strengthen instruction (T).
- Apply feedback from coaching cycles to refine instruction, strengthening modeling, gradual release, and differentiation, with a clear focus on improving the effectiveness of Teacher Table small group instruction aligned to Tier 1 content.
- Regularly analyze I-Ready, FAST, and formative data to refine flexible grouping, adjust instruction, and provide targeted re-teaching and enrichment aligned to identified student needs.
Instructional-District Coach Actions
1. Provide Professional Development based on classroom observation and grade level needs.
2. Walkthrough classrooms using a district tool to collect baseline data on explicit instruction tied to the BPS pacing guide, high effect strategies and instructional resources (T).
3. Develop a plan with administration for walkthrough, coaching, and feedback.

Action Step #3
Third Quarter – Data Driven Adjustment

Person Monitoring:
Principal, Assistant Principal, Instructional Coach/ Title I Interventionist

By When/Frequency:
Monthly starting Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
- Use mid-year data to evaluate instructional effectiveness by analyzing proficiency, learning gains, and subgroup progress to identify strengths and gaps in Tier 1 instruction.
- Prioritize and align resources available to support students to get Learning Gain/Proficiency.
- Ensure team planning includes adjustment of instructional pacing and priorities based on data, and that instruction incorporates targeted scaffolds and aligned interventions for students not yet mastering priority benchmarks.
- Provide targeted professional learning refreshers focused on refining explicit instruction (modeling, think-aloud, gradual release, CFUs) to improve instructional precision and student understanding.
- Conduct focused walkthroughs to monitor impact by observing not only implementation of explicit instruction but also evidence of student engagement, discourse, and understanding; provide timely, actionable face-to-face feedback with follow-up.
Teacher Actions:
- Use student work and formative data to evaluate and adjust instruction by refining modeling, checks for understanding, and task selection to address misconceptions and deepen understanding.

- Engage students in high-quality discourse during guided practice through structured math talk, collaborative
problem solving, and peer explanations to strengthen reasoning and understanding.
- Participate in peer observations and provide feedback to refine instructional practices and improve the effectiveness of explicit instruction.
- Continue using feedback from walkthrough data to improve math discourse.
Instructional-District Coach Actions
1. Provide Professional Development based on the classroom observations.
2. Walkthrough classrooms using a district tool to collect baseline data on explicit instruction tied to the BPS pacing guide, high effect strategies and instructional resources (T).
3. Collect data on small group instruction and work with teachers on student accountability.
3. Develop a plan with administration for walkthrough, coaching, and feedback.

Action Step #4
4th Quarter – Monitor and adjust

Person Monitoring:
Principal, Assistant Principal, Instructional Coach/ Title I Interventionist

By When/Frequency:
Monthly starting Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
- Conduct end-of-year review of math proficiency, learning gains, and subgroup student progress.
- Evaluate the effectiveness of the planning system, professional learning, coaching, and walkthrough structures, and support student reflection opportunities (e.g., student-led conferences) to inform next year's math plan.
- Facilitate staff reflection and planning by engaging teams in analyzing student work and instructional practices to identify non-negotiables and priorities for the upcoming school year.
- Celebrate teacher and student successes.
Teacher Actions:
- Sustain strong implementation of explicit instruction, gradual release, and collaborative learning through the end of the year.
- Use end-of-year data and student work to evaluate effectiveness of instruction and identify instructional practices that led to student gains.
- Continue targeted small-group instruction and differentiated support based on data and student need.
- Conduct end-of-year review of math proficiency, learning gains, and subgroup student progress.
Instructional-District Coach Actions
1. Provide Professional Development on new math slide deck and district resources.
2. Walkthrough classrooms using a district tool to collect baseline data on explicit instruction tied to the BPS pacing guide, high effect strategies and instructional resources (T).
3. Work with teachers on plans for individual students based on PM 2 data.
4. Develop a plan with administration for walkthrough, coaching, and feedback.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Instructional Practice specifically relating to ELA (RAISE). The focus was identified based on 2025-2026 data for grade levels below 50% reading proficiency which includes: Kindergarten through 4th grade. Overall data shows MILA increased overall reading outcomes in all areas. Overall, ELA proficiency increased from 46% in 2024-2025 to 53% (+7%) in 2025-26, ELA proficiency in 3rd grade increased from 43% in 2024-2025 to 49% (+6%) in 2025-2026. ELA learning gains increased from 56% in 2024-2025 to 61% (+5%) in 20252026, and ELA bottom quartile increased from 47% in 2024-2025 to 58% (+11%) in 2025-2026. Although ELA has shown improvement in all areas the data shows the school continues to need additional support to achieve an outcome of 50% or better in all grades and areas K-6.

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

At MILA Elementary, our K-2 literacy instruction is grounded in high-effect instructional practices designed to accelerate reading achievement for all learners. Teachers implement explicit instruction of BEST benchmarks through clear modeling, guided practice, frequent checks for understand, and purposeful student engagement using the district created slide decks and Benchmark Advance curriculum. Using UFLI foundations, students receive explicit and systematic phonics, phonemic awareness, decoding and fluency instruction aligned to the Science of Reading. Our district literacy professional learning supports this work through coaching cycles, collaborative planning, PLCs, and structured literacy training, ensuring consistent implementation of evidence-based practices across classrooms. Together these efforts strengthen Tier 1 instruction, support early literacy success, and ensure every student develops the foundational skills needed to become a confident reader.

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

At MILA Elementary, grades 3-5 literacy instruction is guided by the Florida Comprehensive Evidence-Based Reading Plan (CERP) and the Florida Model for Success to ensure all students engage in rigorous, standards-aligned reading experiences. Teachers implement high-effect instructional strategies, including explicit instruction, clear learning intentions and success criteria, teacher modeling, guided practice, purposeful student discourse and frequent checks for understanding. Teachers will use district-created slide decks and Benchmark Advance curriculum as tools to deliver instruction. Instruction is strengthened through ongoing analysis of FAST, iReady, and classroom assessment data to provide targeted support and accelerate student growth. The Literacy

Leadership Team (LLT) monitors schoolwide literacy initiatives, analyzes student performance trends, supports implementation of evidence-based practices and collaborates with teachers to ensure instructional coherence. Through district literacy professional learning opportunities, collaborative planning, coaching cycles, and PLCs, MILA continues to build teacher capacity and strengthen literacy instruction so that all students become proficient, confident readers.

Grades K-2: Measurable Outcome(s)

Overall ELA proficiency in grades K-2 will increase to 50% as assessed on the Spring FAST PM 3 in May 2027.

Grades 3-5: Measurable Outcome(s)

ELA Proficiency will increase to 55% based on Spring PM3 FAST Results in Spring 2027.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

PM1 and PM2 FAST will be administered and then the data will be analyzed with teachers; results will be compared to district and state and a trajectory line towards our goal will be tracked. If we are on or above the goal, we will continue with strategies as outlined. If the data is below goals, we will meet to rework strategies and make changes as needed. iReady diagnostics will be administered and the data will be analyzed with teachers - we will set goals with teams and create a trajectory line of growth. If the data show on target we will continue with strategies; if below, we will revisit the SIP goals and restructure according to the assessed need. . Walkthroughs with feedback will indicate who needs coaching. Third grade will continue to administer quarterly assessments for portfolio pieces and measure growth toward mastery of the standards. Intervention data will be monitored to specifically target identified gaps and progress made toward closing them (OPMs). Specifically for our grade levels that have 50% or more of the students below proficiency (Grades 3, 4, 6) we will have grade level meetings including ESE teachers to discuss progress and student data chats that will need to take place. Walk throughs will take place regularly in these grades. LLT will monitor iReady my path progress and have discussions with teachers to support goal setting. Iready data will be used in conjunction with FAST to set and review quarterly goals. The following groups will be monitored for overall proficiency.

Person responsible for monitoring outcome

Literacy Coach, Title I Elementary Specialist, Principal, Support Specialist

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Structured Literacy (Explicit, Systematic, Scaffolded), Coherence, and use of Visible Learning High Effect Instructional Strategies.

Rationale:
Rationale: Explicit Instruction *Introduce new content, concept or skill clearly and directly *Model/ demonstrate use of new or retaught content, concept or skill *Provide visual/auditory examples *Frequent opportunities for guided and independent practice Systematic Instruction *Logical progression from simple to more complex *Cumulative review conducted to enable students to make connections *Practice opportunities are provided for previously taught content to progress towards learning goal Scaffolded Instruction *Intentional, temporary support *Open-ended questions, prompts, and cues; breaking down into smaller steps, providing visual aides, examples and/or encouragement *Gradual release until students can perform independently The evidence based practices listed above address the identified need that is improving overall primary literacy achievement. The identified practices show a proven record of effectiveness for the target population as they are: *BEST Standards Aligned *Aligned with Brevard K-12 CERP *Meets Florida's definition of evidence-based *Systematic and/or Explicit. Coherence ensures alignment of curriculum, instruction, and assessment, creating consistent, high-quality literacy instruction across classrooms. Through the Florida’s Success Model of Instruction, teachers implement structured, standards-aligned practices including explicit instruction, modeling, guided practice, and feedback, ensuring clarity and consistency in delivery. Aligned with Visible Learning strategies (T), coherence strengthens instructional impact through clear learning intentions, success criteria, and ongoing formative assessment. This consistent approach reduces variability, strengthens Tier 1 instruction, and improves student outcomes by ensuring all students have access to rigorous, standards-aligned literacy instruction.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1ST QUARTER - Establish Coherent Tier 1 Instruction

Person Monitoring:	**By When/Frequency:**
Literacy Coach, Principal, Elementary Specialist, Support Specialist	Weekly beginning in preplanning

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
*Establish clear expectations for Tier 1 ELA explicit instruction (new 105-minute reading block) using Benchmark Advance 2026, UFLI, and SAVAAS as the first source for instruction.
*Conduct professional learning with Literacy Coach focused on explicit instruction strategies, intervention training, Benchmark slide decks and Savvas and other Brevard resources including grade level apps on Launchpad

*Develop and implement instructional non-negotiables (e.g., gradual release, daily modeling, guided practice, checks for understanding, and student talk). *MILA is creating a playbook that will include pages on topics such as those in parentheses to increase common language, accountability, and coherence
*Set up collaborative planning time where grade-level teams work with the ESE Support Facilitator to connect Tier 1 instruction and interventions.
* Establish Coherence between T1 (T) and intervention to increase academic progression
*Establish expectations for UFLI implementation in K–2, including daily structured phonics lessons and routine fluency checks
*Begin walkthroughs to see if curriculum and instructional non-negotiables are implemented with fidelity per district guidelines and aligned with the Florid Success Plan
*Begin structured data meetings where teachers look at student data together and analyze what students are learning in core instruction (Tier 1) connects to T2/T3 in intervention (coherence and collaborative planning).
Literacy Coach Actions:
*Support by observing, coaching, and modeling for teachers with using explicit instruction and gradual release in daily lessons
*Assist K–2 teachers implement UFLI with fidelity, including phonics routines and fluency practice
*Lead collaborative planning conversations on aligning Tier 1 instruction and supporting ESE students in general education classrooms, monitoring student accountability, engagement, and expectations of exposure to grade level benchmarks with aligned tasks.
Model how to give clear, helpful feedback to students during instruction Lead data discussions that connect Tier 1 instruction, intervention and student outcomes.
*Support Tier 1 and intervention teachers when planning lessons using district curriculum and explicit instruction strategies.
*Model explicit instruction (clear modeling, think aloud, guided practice, and gradual release) during small group and whole group lessons.
Teacher Actions (Gen Ed, ESE, ELL):
*Use Benchmark Advance, UFLI (K–2), and SAVAAS as the main instructional resources
*Use standards aligned curriculum materials in intervention using resources from Brevard's grade level decision trees and connect to Tier 1 learning.
*Teach using gradual release and make sure students get daily modeling, think aloud, guided practice, and feedback
*Work with grade-level teams and the ESE Support Facilitator during planning to support all learners
*K–2 teachers begin consistent UFLI lessons and daily fluency checks for students.
*Teachers will attend the "Get Your Teach On" professional development experience for pre-K through 6th Grade to boost student engagement and academic outcomes. (T)
*Collaboratively plan together for explicit instruction routines (I Do, We Do, You Do) and incorporating visible learning (high effect strategies (T).
*Using aggressive monitoring during guided practice, adjust instruction quickly when students are not mastering skills (reteach in Tier 1 and/or during intervention)

Action Step #2
2ND QUARTER - Strengthen Tier 1 Explicit Instruction Through Collaborative Planning

Person Monitoring:
Literacy Coach, Principal, Elementary Specialist, Support Specialist

By When/Frequency:
Weekly starting Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:

*Continue walkthroughs to monitor if curriculum and instructional non-negotiables are being used consistently.
*Continue to run structured data meetings to review student data in grade level teams and assess what students are learning in core instruction (Tier 1) and how the learning connects to and guide the extra help they get in intervention (Coherence)
*Monitor K–2 UFLI implementation and make sure fluency checks are happening consistently
*Use FAST, i-Ready, and classroom data to check student progress and guide next steps
*Make sure Tier 2 and Tier 3 interventions connect back to what students are learning in Tier 1
*Identify instructional gaps using walkthrough and data trends.
*Inspect intervention for connections directly to student learning in Tier 1
*Check that UFLI and fluency routines in K-2 are improving student foundational skills and can be applied to reading text
*Use data to select students and teachers to support additional reading instruction through ASP (T).
Literacy Coach Actions:
*Lead data discussions that connect Tier 1 instruction, intervention, and student outcomes.
*Help Tier 1 and intervention teachers plan lessons using district curriculum and explicit instruction strategies (Gradual Release).
*Model explicit instruction (clear modeling, think-aloud, guided practice, and gradual release) during small-group and whole-group lessons.
*Coach teachers on using CFUs (checks for understanding) and adjusting explicit instruction based on student data.
*Model strong explicit instruction in both whole group and small group settings (clear modeling, think aloud, guided practice)
*Help teachers improve lesson delivery, specifically pacing, modeling, and guided practice.
* Assist with planning and monitoring ASP (T).
Teacher Actions (Gen Ed, ESE, ELL):
*Continue to use standards-aligned curriculum materials in both Tier 1 and intervention.
*Continue to collaboratively plan together for explicit instruction routines (I Do, We Do, You Do) using Benchmark/SAVAAS.
*Use explicit instruction daily, including modeling, guided practice, and independent practice.
*K–2 teachers continue UFLI lessons and do regular fluency checks to track student growth
*Professional learning from Curriculum Associates (Stephanie McDonald) for K-6 focused on primary phonics routines (foundational skills), Phonics for Reading program for grades 3-4, and Rewards program for grades 5-6 (Literacy coach will provide Professional Learning). Additional training focused on I-Ready pathways and next steps with students for Quarter 3.
*Adjust instruction based on student data, using CFUs to guide next steps.
*Review student data to identify who needs reteach, enrichment, or extra support.
*Use flexible grouping and collaborate across teams to provide extra support when needed.
*Use checks for understanding to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs.
*Strengthen modeling by breaking skills into clear steps, using think-aloud to show the thinking process, and guiding students through practice before independent work.
*Selected teachers work with Literacy Coach and Elementary Specialist to implement Explicit instruction aligned to benchmarks/data for ASP (T).

Action Step #3
3RD QUARTER - Data Driven Adjustments

Person Monitoring:
Literacy Coach, Principal, Elementary Specialist, Support Specialist

By When/Frequency:
Weekly starting Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:
*Continue to identify instructional gaps using walkthrough and data trends.
*Continue to inspect intervention for connections directly to what students are learning in Tier 1
*Highlight and scale high-impact instructional practices. Spot strong classrooms using explicit instruction well and share those practices with other instructors. .
*Continue to monitor that UFLI and fluency routines in K–2 are improving student reading skills
*Review FAST, iReady, fluency data (K-3) and classroom assessments to see overall growth and how well Tier 1 and intervention are working together (Coherence)
*When data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups, ASP (T)).
*Focus support on bubble students and students close to proficiency to maximize learning gains.
Literacy Coach Actions:
*Continue to model strong explicit instruction in both whole group and small group settings (clear modeling, think-aloud, guided practice).
*Support teachers improve lesson delivery—especially pacing, modeling, and guided practice.
*Coach teachers on using student data during lessons to adjust instruction in the moment.
*Lead collaborative planning conversations on how explicit instruction is impacting student learning.
*Model and support “all hands on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
*Support planning for reteach, enrichment, and small group intervention based on student needs.
*Share strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):
*Continue to use exit tickets, quick checks, and quizzes to identify specific skill gaps, then adjust next lesson (Tier 1, reteach, or enrichment) to target those needs.
*Continue to strengthen modeling by breaking skills into clear steps, using think-alouds to show the thinking process, and guiding students through practice before independent work.
*Follow curriculum closely to ensure Tier 1 and intervention teach the same skills with consistent language, pacing, and routines.
*Collaborate regularly across Gen Ed, ESE, and ELL teams to ensure consistent routines, expectations, and instructional practices across all learning settings.
*Focus instruction on bubble students to help move them to proficiency and increasing learning gains.
*Implement new ideas from coaching cycles and support “all hands on deck” approach to mitigating unfinished learning.

Action Step #4

4TH QUARTER - Monitor and Adjust

Person Monitoring:	**By When/Frequency:**
Literacy Coach, Principal, Elementary Specialist, Support Specialist	Monthly in Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership Actions:
*Continue to review FAST, i-Ready, fluency data (K–2), and classroom assessments to see overall growth and how well Tier 1 and intervention are working together.
*Continue to focus on BB4B (Biggest Bang for Buck) standards when data shows students are not making expected gains, put extra supports in place (reteach blocks, added intervention time, “all hands on deck” scheduling, focused small groups).
*Continue to focus support on bubble students and students close to proficiency to maximize learning

gains.
Literacy Coach Actions:
*Continue to help teams analyze data to identify students not yet making progress and specific skill gaps.
*Continue to support planning for reteach, enrichment, and small-group intervention based on student needs.
*Continue to model and support “all hands on deck” response strategies (targeted groups, flexible grouping, intensive reteach cycles).
*Celebrate strong examples of effective Tier 1 and intervention instruction tied to student growth.
Teacher Actions (Gen Ed, ESE, ELL):
*Continue to review student data to identify who needs reteach, enrichment, or extra support.
*Continue to adjust instruction quickly when students are not mastering skills (reteach in Tier 1 or intervention groups).
*Continue to focus instruction on bubble students to help move them to proficiency and increase learning gains.
*Continue to use flexible gr

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

MILA Elementary’s average daily attendance shows an upward trend, increasing from 91.94 % in 2024-2025 to 93.25% in 2025–26. Additionally, 84 (22.7%) K–6 students were absent 10% or more which decreased from 101 (29.7) in 2024-2025. 16 students were chronically absent in 2025–26, indicating a concerning trend of missed instructional time. This pattern negatively impacts academic achievement, school connectedness, and long-term outcomes, while limiting skill development.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Average Daily Attendance for 26-27 will improve to 94% (Strat.Plan Metric)

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school guidance counselor and social worker will work with families to alert them of attendance

issues, create a plan to come to school, work with district attendance officers, and monitor overall days in school. The team will develop overall incentives including a class perfect attendance award, awards for individual students, and specific goals for our ESL students. Team members will call families for every absence and inform them of the amount of missed instruction. The school counselor, social worker, and attendance team will monitor attendance data weekly, contact families after each absence, develop attendance improvement plans for at-risk students, and collaborate with district attendance officers as needed.

Person responsible for monitoring outcome
School Guidance, Social Worker, and Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Average daily attendance will improve and chronic absenteeism will decrease through: • Proactive monitoring • Family engagement • Positive school culture • Targeted interventions for students with chronic absenteeism • Teach and reinforce resiliency traits (self-management, responsibility, perseverance) through Xello, classroom instruction, and PBIS

Rationale:
These strategies help identify concerns early, address barriers to attendance, and build stronger connections between students, families, and the school to reduce chronic absenteeism.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1st Quarter: Establish Expectations and Systems

Person Monitoring:	**By When/Frequency:**
Guidance Counselor, Social Worker, Principal	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team (School Counselor, Social Worker, Principal, Asst. Principal) Actions:
• Review student attendance data monthly to identify trends and at-risk students.
• Establish attendance tracking system and early warning list (5+ absences flag).
• Initiate daily absence calls, attendance letters, and individualized attendance plans. Families will be called by a staff member on each day the student is away from school. Parents will receive an

attendance letter with number of absences and hours of instruction missed with parent response (signature) to ensure acknowledgment. This will be followed up by a student attendance individual (as appropriate per student age) and family attendance plan
If no response, certified school counselor and Social Worker will initiate home visit to identify and barriers
• Launch resiliency instruction (self-management, responsibility) through Xello lessons, classroom routines, and PBIS
• Implement daily morning announcements reinforcing expectations and school culture.
• Develop and launch attendance incentive system for classrooms and individual students with perfect attendance (monthly and quarterly recognition). Each classroom will have a laminated "perfect Attendance poster" (T1) that teachers color in a letter for each day all students are present in a class. Once all letters are filled in the class will earn an incentive and start over. **Accommodations will be made for students that have chronic health forms on file. **This is an incentive-based intervention
• Plan family engagement nights (K–6 math/STEM/science nights) to strengthen school-home connection.
• Certified School Counselor will deliver instruction to support character and resiliency instruction.
• Data-Driven Reflection and Targeted Interventions 1: Utilize PowerBI dashboards and reflection templates in data meetings to guide decisions.
• Frequent monitoring and discussion monthly through the MILA LifeSkills team.
Teacher Actions:
• Greet students at the door daily and implement Morning Meetings to build relationships and classroom community.
• Co-create classroom expectations with students.
• Teach and reinforce resiliency traits during lessons, discussions, and daily routines
• Begin proactive family communication using planners (3–6) and communication folders (K–3).
• Monitor homeroom students' attendance. When a student has missed 3 days of unexcused absences in a nine-week period, the teacher will call home and document in Focus.

Action Step #2
2nd Quarter: Early Intervention and Family Engagement.

Person Monitoring:
Guidance Counselor, Social Worker, Principal

By When/Frequency:
Monthly starting Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Monitor attendance trends and evaluate effectiveness of supports and incentives.
• Continue communication systems (calls, letters, attendance plans, home visits).
• Conduct parent meetings for students with 5+ absences with principal support.
• Implement targeted interventions (Check & Connect, mentoring, small groups).
• Reinforce perseverance and responsibility through small groups, mentoring, and classroom discussions.
• Launch and support a mentor-based attendance (Check and Connect) program with the counselor and social worker, providing
• targeted interventions for students not responding to initial supports with principal involvement.
• Continue frequent monitoring and discussion monthly through the MILA Life Skills team
Teacher Actions:
• Continue door greetings, and relationship-building routines.
• Maintain consistent use of schoolwide expectations and language.
• Strengthen family communication regarding attendance and behavior concerns and document in FOCUS.

• Continue monitoring attendance and completing required family contacts after 3 unexcused absences.
• Support attendance incentives and reinforce recognition systems in the classroom.

Action Step #3
3rd Quarter: Data-driven adjustments and reinforcement

Person Monitoring:
Guidance Counselor, Social Worker, Principal

By When/Frequency:
Monthly starting Q3

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Actions:
• Intensify interventions for students with 5+ absences through targeted attendance plans and family conferences.
• Adjust instruction based on data and reteach self-management and perseverance
• Expand individualized behavior and attendance support plans for students not responding to initial interventions.
• Adjust incentive systems to re-engage students showing declining attendance.
• Continue monitoring and discussion monthly through the MILA LifeSkills team.
Teacher Actions:
• Reteach behavior/attendance expectations at start of new year.
• Increase outreach to families of students with ongoing attendance concerns and maintain required documentation and communication
• Notify certified school counselor to assist with family outreach.
• Continue consistent classroom culture and engagement strategies while reinforcing attendance goals and celebrating student
progress.
• Support, monitor, and participate in individualized student intervention plans for attendance.

Action Step #4
4th Quarter: Evaluate ADA and Plan for Next Year

Person Monitoring:
Guidance Counselor, Social Worker, Principal

By When/Frequency:
Monthly starting Q4

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leadership Team Actions
• Evaluate attendance trends and effectiveness of interventions.
Continue monitoring and discussion monthly through the MILA LifeSkills team.
• Keep support systems in place for students still struggling with attendance.
• Celebrate attendance growth and use the data to plan improvements for next year, including transition planning for at-risk students.
• Review impact of resiliency instruction and plan for next year
Teacher Actions
• Keep strong classroom routines and engagement strategies going through the end of the year.
• Encourage attendance and support final incentive and celebration efforts.
• Take part in discussions about student progress and planning for students who still need support next year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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, in the Title I parent notebook, and will be linked to the school newsletter once approved by the district. The SIP plan will be shared with teachers, PTO, and SAC quarterly with quarterly review.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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. This is achieved through family lunches, student led conferences, volunteer opportunities, newsletters, and family events.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(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. To improve overall academics, MILA will: 1. Implement Explicit instruction and the Florida Formula for Success. We will use the Literacy Coach, math coach, Title I teachers, Elementary Specialist to collaborate, coach, and observe in classrooms. (T1) 2. Offer parent and family engagement events to develop strong parental relationships that support the core content. (T1) 3. Use the STEM teacher to lead inquiry-based science lessons grounded in the 5E model and using scaffolding to immerse students in the rigor of the standards. 4. Use Title 1 funding to add one Title I interventionists, one Elementary Specialist and .5 Literacy Coach to the staff at MILA. (T1) 5. Use Title I funding to send students to Destination Moon, Zoo school, and have Orlando Science Center present a parent night at MILA. (T1) 6. Use the district math coach to support professional development in mathematics and complete classroom walkthrough. 7. Use the school-based Support Specialist and district ESE program specialist to support service delivery, monitor the data of the lowest 25%, and provid 8. Use I Ready, PENDA, and PM FAST data to monitor trend data including subgroups to make instructional and intervention decisions. 9. Offer professional development on PBIS and Bit Box to support overall Tier 1 discipline within the school. Use walkthrough data to monitor the fidelity of Tier 1 behavioral supports in the classrooms. Add a behavior quick card to maintain behavioral consistency with different staff. 10. Use the Brevard Decision Tree to support intervention based on stduent data. (T1). 11. Use digital and technology materials to enhance learning: Promethean board, replacement bulbs, batteries for tech materials, wireless mouse and keyboard, and headphones (T1). 12. Students will participate in Lagoon Quest 4th grade (T1), spelling bee (T1), Starbase (T1), Zoo School(T1), and Destination Moon (T1). 13. Students will have access to printed Social Studies material (T1). 14. Use the Illustrated Guide to Visible Learning, to develop instructional strategies that yield high results for students (T1). Overall, the implementation of student engagement tied to the rigor of the standards, along with other evidence-based strategies, explicit instruction 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 professional development to teachers in the core practices as aligned to the Formula for Success.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

MILAs leadership team is responsible for ensuring continued commitment to the school's mission and vision. The leadership team includes administration, school support specialist, coaches, and teacher leaders. The team met throughout the summer, participated in the ASCEND conference to complete the needs assessment process for the school, data review, and coherence audit. 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 Federal funds are used to employ additional instruction personnel (2 Title I teachers) (T1), provide increased tutoring opportunities, support parent involvement; engagement activities, purchase instructional materials and resources. Provide 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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our students have access to a variety of services designed to help students, parents, and teachers develop positive learning experiences. MILA students have access to a counselor, social worker, behavior technician, and additional staff to support behavior. TWe adhere to the district plan to support education for drug awareness, human trafficking, and mental health. The professionals at MILA offer students support in addressing challenges, fostering resilience, managing emotions, and applying in interpersonal skills in individual and small group settings. Character education is built into MILAs schedule through mandated PE, 6th grade advisory block/Sources of sSrength, and morning meetings. Consultation is available for parents and teachers to gather information on community supports and agencies.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

MILA works with our feeder plan middle and high schools to share valuable information with parents, expose students to programs and opportunities, and work with transition teams to assist students when transitioning from elementary school. Information is posted on Facebook, sent through FOCUS, and posted in the MILA newsletter.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

At MILA Elementary, all staff have been trained in PBIS and Bit Box. Select teachers also attend CHAMPS training. The behavioral problem-solving team meets weekly to support Tiered interventions starting with the fidelity of Tier 1 classroom supports. the behavior team uses the Tier 1 checklist from

the MTSS site to support fidelity to behavioral management within the classrooms. The behavioral team uses Don't Suspend Me as an alternate to OSS with the view of teaching students' replacement behaviors while extinguishing problem behaviors that impede a student's ability to access the curriculum.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teacher retention increases when they have access to professionals learning opportunities and supports that are aligned to their needs, interests, and goals. Teachers will participate in monthly professional learning communities (PLC). During the PLC meetings, job embedded professional learning will be provided that is focused on data analysis and instructional strategies. For the 2026-2027 year, MILA will focus on coherence, explicit instruction, the Florida Formula for Success, PBIS, problem solving with fidelity, High Leverage practices in Special Education, Bit Box using the Behavior Code for specific instruction in Behavior Management (T1), and math instructional strategies. Through the LEAP mentoring program (T1), professional development will assist teachers with clarity of the role. New teachers will participate in the New Teachers Academy and be supported by a mentor in the same grade level or content area. Teachers who are struggling with behavior or academic strategies will have an opportunity to work more closely with a school and/or district mentor. Teachers will be given opportunities to have extended planning with the coaches for ELA and math throughout the year. Our MILA Literacy Coach, district math coach, and Elementary Specialist(T1) will provide regular job embedded professional development to assist teachers with instructional fidelity in the science of reading. A team will attend the summer ASCEND to develop a plan for the 2026-2027 year.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

To aid in the transition from early childhood education at MILA or the community to Kindergarten at MILA Elementary School, we offer a Kindergarten orientation and parent walkthrough. During the orientation, through printed materials and activities (T1), families can experience some of the learning activities in kindergarten. Families, with their child, are encouraged to tour the school, participate in Kindergarten centers, and speak with MILA administration, Title I teachers (T1), and other key MILA staff. Brevard Public schools also offer a soft start for kindergarten students allowing them to test and meet their teacher one on one before starting the regular full day. This assists families with acclimating to the transition, get to the teacher, and be familiar with their new environment before

starting with the whole class.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

MILA follows the district system when vetting new curriculum and adopting new programs. For items purchased through Title 1 including Lexia and Magnetic Reading, MILA uses the comprehensive needs assessment, that includes teacher and parent survey, data usage, and student outcomes. (T1). Supplement resources are vetted by the Principal and documented on the school webpage for parent information.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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 (T1) 2. Utilize Title I funding to support two Title I teachers. 3. Use the district assigned math Coach to support small group additional academic support ,including professional development, walkthrough,coaching, and modeling. 4. Complete district walkthrough focusing on explicit instruction monitoring core Tier 1 instructional practices. 5. Use visible learning and explicit instruction to fully engage stdents in Tier 1 instruction. (T1) 6. Use Council for Exceptional Children publication "High Leverage Practices in Special Education" to support teachers with Students with Disabilities to increase academic proficiency. 7.Use inclusive scheduling with shared planning and maximize student time in the Least Restrictive Environment to support high leverage practices being implemented with SWD.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**