

Manatee County Public Schools

# Virgil Mills Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Virgil Mills Elementary School

7200 69TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/mills>

## Demographics

**Principal: Jim Mennes**

Start Date for this Principal: 8/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (60%) 2018-19: B (61%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Manatee County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Virgil Mills Elementary School

7200 69TH ST E, Palmetto, FL 34221

<https://www.manateeschools.net/mills>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>45%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>37%</p>

## School Grades History

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

## School Board Approval

This plan is pending approval by the Manatee County School Board.

## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Mills Elementary is a school where staff members value children and make learning a high priority. Students experience a high engagement learning environment where teachers use meaningful content. Students achieve mastery, reason, make judgments, think critically, and acquire and evaluate new information

**Provide the school's vision statement.**

To implement a student-centered, standards-based, rigorous teaching and learning process that will positively impact all student learning.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mennes, James	Principal	
Collett, Felicia	Assistant Principal	
Hart, Michele	Dean	
Rodgers, Suzanne	Dean	

### Demographic Information

**Principal start date**

Monday 8/1/2016, Jim Mennes

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

**Total number of teacher positions allocated to the school**

63

**Total number of students enrolled at the school**

770

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

4

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

2

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	99	127	139	125	142	0	0	0	0	0	0	0	739
Attendance below 90 percent	43	29	40	32	44	33	0	0	0	0	0	0	0	221
One or more suspensions	2	6	3	4	16	0	0	0	0	0	0	0	0	31
Course failure in ELA	0	0	0	11	8	6	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	14	7	8	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	35	25	15	0	0	0	0	0	0	0	75
Level 1 on 2022 statewide FSA Math assessment	0	0	0	33	24	12	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	18	27	41	40	37	25	0	0	0	0	0	0	0	188

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

**Date this data was collected or last updated**

Friday 9/2/2022

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	105	126	127	137	125	0	0	0	0	0	0	0	716
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	105	126	127	137	125	0	0	0	0	0	0	0	716
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	55%	56%				69%	52%	57%
ELA Learning Gains	57%						66%	57%	58%
ELA Lowest 25th Percentile	37%						45%	55%	53%
Math Achievement	74%	50%	50%				72%	63%	63%
Math Learning Gains	77%						69%	68%	62%
Math Lowest 25th Percentile	53%						50%	53%	51%
Science Achievement	61%	65%	59%				59%	48%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	51%	19%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	69%	56%	13%	58%	11%
Cohort Comparison		-70%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	52%	13%	56%	9%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	60%	14%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	76%	65%	11%	64%	12%
Cohort Comparison		-74%				
05	2022					
	2019	65%	60%	5%	60%	5%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	48%	10%	53%	5%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	32	30	40	50	33	11				
ELL	21	32	18	35	59	54	18				
ASN	77	64		77	91						
BLK	51	70		53	68	67	64				
HSP	47	36	8	61	67	57	50				
MUL	74	60		83	93						
WHT	68	60	47	80	79	39	61				
FRL	50	49	29	62	71	49	41				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	31	30	38	46	36	26				
ELL	36	56	50	42	59	36	29				
ASN	68			79							
BLK	59	31		47	71		42				
HSP	64	53	36	55	66	42	57				
MUL	64	50		85			55				
WHT	68	55	42	75	73	58	65				
FRL	62	52	43	66	69	50	61				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	37	48	45	42	55	50	27				
ELL	38	50	41	35	50	42	30				
ASN	78	79		83	86						
BLK	57	68	45	52	61	33	59				
HSP	56	57	48	58	52	39	43				
MUL	70	57		70	77		65				
WHT	74	68	43	79	76	63	65				
FRL	55	57	42	59	59	43	45				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

The trend that stands out is how ELL students had the lowest achievement. The ELL were making gains over the year but not enough to bring them to grade level. Math proficiency was the largest growth area as well.

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

Greatest need for improvement is with our L25 and ELL learning gains in ELA.

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

Our ELL is a fairly transient population and tends to not start at the beginning of the year. Parental involvement/support is minimal as well. Most also do start the year knowing little to no English. We are working on a stronger connection with these families to assist where ever needed. We are also working on a better alignment for ELA tier 2 and 3 resources as well as time for staff training to meet these needs. This will also be a topic of conversation at our ILT Meetings.

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

We had strong Math learning gains.

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

Acaletics was new here and played an important roll to this improvement. Numbertalks is used here with fidelity and strong staff support and buy-in. At our grade level data meetings - reviewing math data.

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

I feel with the development of stronger math and ELA timed differentiated grouping (tiers) and a strong focus on small grouping. SIPPS trainings and monthly student data reviews will also support this.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

We plan on having grade level academic planing days, Morning Number Talks, Acaletics traings, ESOL accomodation traings and MILLS POWERS (lfe skill trainings)

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

We will continue with differentiated trainings and school wide support for teacher needs.

**Areas of Focus**

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

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus**

**Description and**

**Rationale:**

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

Based on historical data and past year FSA scores, ELA is our greatest need for growth. This area impacts all grade levels with an emphasis on our L25 students and their success. SWD and ELL are represented in this group as well. Past benchmarks, iReady and other assessments demonstrate the need to support these groups as compared to non ELL students.

**Measurable Outcome:**

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

Mills Elementary School will show learning gains of 10% over the three (3) FAST assessments during the 2022-2023 school year for our L25 studnets. This will be measured from Progress Monitoring One (PM1) to Progress Monitoring Three (PM3).

**Monitoring:**

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

We will monitor our L25 student learning gains by benchmark assessments, ILT meetings, tier 2 and 3 data as well as teacher small group meetings and collaborations.

**Person responsible for monitoring outcome:**

James Mennes ([mennesj@manateeschools.net](mailto:mennesj@manateeschools.net))

**Evidence-based Strategy:**

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

The strategy that is evidence based is the text by Jan Richardson - "The Next Step Forward In Guided Reading".

**Rationale for Evidence-based Strategy:**

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

Our focus again will be small group targeted reading intervention grouping. Emphasis on differentiated instruction to meet all student needs. This book offers planning and the instructional tools needed to teach guided reading.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Review and possibly restructure our data meetings
- Review L25 (T2 and T3) monthly in seperate meeting focused on intervention progress.
- Small group interventions utilizing Jan Richardson Model
- ILT meeting with fouse on L25

**Person Responsible**

Felicia Collett ([collettf@manateeschools.net](mailto:collettf@manateeschools.net))



## #2. Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale:

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

### Measurable Outcome:

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

### Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Strategy:

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

### Rationale for Evidence-based Strategy:

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

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

## #3. Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale:

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

### Measurable Outcome:

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

### Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Strategy:

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

### Rationale for Evidence-based Strategy:

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

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

#### #4. Instructional Practice specifically relating to ELA

##### Area of Focus Description and Rationale:

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

##### Measurable Outcome:

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

##### Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

##### Evidence-based Strategy:

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

##### Rationale for Evidence-based Strategy:

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

##### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

#### #5. Instructional Practice specifically relating to ELA

##### Area of Focus Description and Rationale:

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

##### Measurable Outcome:

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

##### Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

##### Evidence-based Strategy:

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

##### Rationale for Evidence-based Strategy:

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

##### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**#6. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**#7. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**#8. Positive Culture and Environment specifically relating to CHAMPS**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

CHAMPS is a critical tool to support the need to have students succeed academically by keeping them learning and growing in the classroom instead of ISS or OSS. We have identified this as a need through our ILT looking at school discipline data.

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

We will have a reduction of 10% in referrals by providing consistency and fidelity of instruction by collaborating and building relationships with students using the CHAMPS model to help students succeed.

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

We have created a new school wide pledge inline with CHAMPS for morning announcements.  
 Schoolwide reminders posted of student expectations.  
 Behavior Grade Level Contracts.

**Person responsible for monitoring outcome:**

Michele Hart (hartm@manateeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

CHAMPS is a district adopted program with a variety of Life Skill resources that can be utilized at all grade levels.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

CHAMPS is a district adopted program with a variety of Life Skill resources that can be utilized at all grade levels.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Morning Mills Pledge - ALL  
 Grade level Behavior Contracts  
 Administration recognizing students who exemplify character trait of the month.  
 Postings of student expectations.  
 Behavior data reviews quarterly to adjust where needed.

**Person Responsible**

James Mennes (mennesj@manateeschools.net)

## Positive Culture & Environment

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

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

Mills elementary school builds a positive school culture for students and staff by:

- CHAMPS Character Strong Monthly Students Recognition
- Safety Patrol Positive Shout Outs
- School Promise each morning on announcements
- School Wide Behavior Contract
- Teacher's first 10 day positive phone call home
- Sunshine Committee (for faculty and all staff)
- PTO
- Monthly teacher Craft events
- Runners Club
- Bayside Church Provide Breakfast and volunteering

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

PTO- Provides teacher lunches, treats, prizes, fundraising, classroom materials, building a track for the school.

Specials teachers and Counselors- Character Strong Recognition and student meetings

PE Coaches-Safety Patrol Positive Shout Outs

ILT-School Promise, School Wide Behavior Contract

Sunshine Committee-Monthly teacher Craft, treats, games, activities

Bayside Church- Provide Breakfast and volunteer

Chick Filet-Run Club Food donation

Teachers- positive phone call home