

Manatee County Public Schools

Virgil Mills Elementary School



2017-18 Schoolwide Improvement Plan

Virgil Mills Elementary School

7200 69TH ST E, Palmetto, FL 34221

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Virgil Mills Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To implement a student-centered, standards-based, rigorous teaching and learning process that will positively impact all student learning of the Florida Standards: to ensure the success of all students on state assessments, the next grade level, prepared for graduation and college/career readiness.

b. Provide the school's vision statement.

Virgil 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.

Teachers know the individual learning styles and interests of their students. Progress monitoring is implemented to ensure the academic growth of each child. Through 21st century technology, students experience an individualized curriculum and a broader range of resources that motivate them to obtain higher levels of achievement.

Children's diverse backgrounds, cultures and achievements are valued and respected. Students are challenged to excel in a threat free learning environment. They learn and implement the principles of truthfulness, trustworthiness, active listening, no put-downs, and personal best.

Staff members build rapport and trust with each other, our parents, community members, and most importantly our students. The school recognizes and values the role that parents play in their children's education. Together the entire school community inspires a love of learning that helps each child reach his/her goals.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At Virgil Mills Elementary, Kagan Cooperative Learning structures are used daily in all brain friendly classrooms to provide highly engaging learning environments for all students. Classbuilders and Teambuilders are used to encourage a sense of community and allow teachers to build rapport among students. Lifeskills and Lifelong Guidelines are addressed daily in brief (5-min.) lessons using the book Tools for Citizenship and Life. (See Core Values below.)

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Virgil Mills Elementary, we have established Core Values. They have built and help sustain our environment.

-Honesty, Integrity, and Trust

We believe that this is what our students and parents expect from us and what our staff expects from each other. We believe that being trustworthy builds a high trust culture.

-Courtesy

We believe that treating each other with courtesy and modeling the 7 Summit Step helps build solid relationships. (7 Summit Steps: Please, Thank You, Excuse Me, May I, Yes Ma'am/Yes Sir, No Ma'am/No Sir, and I'm Sorry)

-Relationships

We believe that building rapport (one on one) and developing relationships with our students, parents, and fellow workers will help create a threat free environment. Cultivating relationships among each other will help us to value each other's differences and enable us to synergize.

-Teamwork and Empowerment

We believe that the highest level of success takes place when our employees function as a team and are entitled to be involved in the planning of the work that effects them. Staff members are empowered to meet the needs of our customers (students, parents, and peers).

-Quality Performance

We believe that hiring and educating the best people and utilizing a continuous improvement model produces high quality. Conveying a professional image, working as a team and staying focused on our vision will bring positive results. WOW!

-Accountability

We believe that we are accountable to our students, our parents, and our peers. Measurable data evaluates effectiveness.

-Extraordinary Vision

We believe that mental creation precedes physical creation. Establishing mission and vision enables us to succeed. Mission statements in each classroom and department give us constancy of purpose.

-Personal Growth

We believe that we stay sharp by continually renewing our mental, physical, spiritual, and social dimensions of our lives. Private victory precedes public victory.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Virgil Mills Elementary, we have three school wide rules:

1. Take care of yourself.
2. Take care of others.
3. Take care of this place.

The school wide rules are posted in many places around the schools. In each place the school wide rules are posted, there is an explanation of how it looks in that particular place. (classroom, hallway, cafeteria, bus area, bathroom, and playground)

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

At Virgil Mills, we are fortunate to have two school counselors. They have divided the grade levels so that they can more efficiently meet the needs of our students. They are available for individual as well as class counseling. Our psychologist and social worker also facilitate groups (death, divorce, aggression, test anxiety, etc.). We have a mentor program at Mills which pairs staff members with students needing that individual attention. Staff members keep a log of time spent with their mentee. Virgil Mills is a very giving school. We participate in the Salvation Army Food Drive, clothing drives and partner with area churches to provide holiday meals for needy families. Staff at Virgil Mills adopts families at Christmas to provide gifts. Our PTO funds field trip fees for students who would not be able to go otherwise. Behavior interventions are used for students to increase appropriate and successful learning behaviors. A behavior letter to set goals will be utilized prior to a school referral.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Virgil Mills utilizes Brightbytes, School City and disaggregated School Data to monitor early warning indicators. The administration works closely with the guidance counselors, the Instructional Support Team, Instructional Leadership Team, and grade level Teacher Collaborative Teams to flag trends and individual students.

b. Provide the following data related to the school's early warning system

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

At Virgil Mills Elementary, parents and students are welcomed to campus for a Back to School Night prior to the first day of school so that they can meet their teacher and classmates. Teachers use communication folders and planners daily to keep parents informed. In addition, the school and each teacher maintain an updated webpage and email user group for current events. The school utilizes a phone call out system to ensure all parents are contacted. We have a very active and involved PTO. They host several events for families to connect with their family and other Mills families. For example, the Mills running club before school is open to students and families twice per week. The

school places special welcome signs in the yards of incoming kindergarten students the week before school starts as well as hosting a PreK and Kindergarten parent breakfast the first day. PTO recruits and supports parent and community volunteers who contribute many hours of service to our students. Parents are always invited to grade level programs and presentations such as the Mills Mountain Lion Mall, PreK and K Celebrations, and Fifth Grade Memory Day. Parents are encouraged to attend their child's field trips.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Virgil Mills Elementary is part of the county e-PIE system, in which businesses sign up to be partners. In addition, we have several sponsors who provide us with monetary gifts to use for our staff and students as well as providing water for events such as the county track meet and the Children's Parade. Southeastern Guide Dogs send volunteers weekly to visit and read with some of our classes. The PE department sponsors a Run Club weekly for students and their parents. Donations are procured from local business that wish to support the PE program.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Mennes, James	Principal
Riley, Debra	Assistant Principal
Burton, Leslie	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school leadership team makes decisions based on data to assure quality research based instructional practices are met in every classroom. Instructional support includes model lessons, support in planning with standards based instruction, use of high engagement practices with a focus on KAGAN cooperative structures, and one on one support for any needs for the grade level assigned to the (AST) Administrative Support Team member. The school leadership team serves as the (ILT) Instructional Leadership Team where the team analyzes data to meet the needs of the school community. In addition, the Leadership team leads the (TCT) Teacher Collaborative Meetings monthly to set SMART goals and to create buy-in for platoon partnerships to have a common goal mindset. SMART goals are reviewed monthly to assure the progress towards a goal is being met. Upon analyzing a goal, the progress toward the goal is reviewed by the team to assure additional barriers are addressed to assure academic success for every individual at the school.

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

The principal, Jim Mennes, meets with the assistant principals, and the secretary to review the budget bi-weekly. Available federal, state, and internal funds are reviewed and compared with the instructional needs of the school identified in the SIP plan and in ILT, TCT data meetings. Decisions are aligned to the school vision statement with specific needs aligned to the SMART goals from data analysis with the stakeholders of the school including the leadership team and the teachers.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Steve Marrero	Parent
Tracey Hubert	Education Support Employee
James Mennes	Principal
Erika Afkhami	Parent
Yashonda Newsome	Education Support Employee
Wanda Lorenz	Education Support Employee
Angela Rooparine	Parent
Lindsey Denzer	Parent
Erin Strott	Parent
Elaine Baker	Teacher
Chantel Gordon	Parent
Lauren Milford	Parent
Jody Hyvonen	Parent
Esmi Olvera	Teacher
Debra Riley	Principal
Korey Dye	Business/Community
Latoya Genois	Parent
Brittany Hartmeyer	Parent
Alicia Pasko	Teacher
Melissa Nasbro	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC voting membership aligned to the ethnic make up of Virgil Mills were presented with the evaluation summary for the 2016/2017 school improvement plan at the September 21st, 2017 SAC meeting.

b. Development of this school improvement plan

The SAC did provide input and approved the 2017/2018 SIP at the September 21st, 2017 meeting at Virgil Mills.

c. Preparation of the school's annual budget and plan

The budget was discussed with the SAC committee, questions were addressed, and the budget was approved.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SIP funds were used for (PLC) Professional Learning Communities for teachers K-5. Teacher's spent time to gain knowledge from research practices and to compare data to meet the academic needs of every learner.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Andersen, Leslie	Teacher, K-12
Burton, Leslie	Assistant Principal
Choate, Katie	Teacher, PreK
France, Christy	Teacher, K-12
Gingras, Cara	Teacher, K-12
Hall, Kaleigh	Teacher, K-12
Hancock, Jennifer	Teacher, K-12
Hart, Michele	Administrative Support
Huckestein, Victoria	Teacher, K-12
Maccini, Debra	Teacher, K-12
Moore, Samantha	Teacher, K-12
Riley, Debra	Assistant Principal
Varna, Jill	Teacher, K-12
Mennes, James	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets monthly to promote literacy in the school. Prior to this year, the LLT completed a needs analysis of each grade level based on an issue that was identified by the team and assessment data. In 2015/2016, teachers used teacher administered running records, i-Ready scale scores and a reading correlation chart to determine a child's independent reading level. However,

upon analyzing the the i-Ready lexile data, there were wide discrepancies that averaged more than three levels higher from the child's actual reading level. The LLT proposed for 1.) K-5,ESE teachers to assess students using the Fountas and Pinnell BAS to create a common assessment language in the school. 2.) Provide Training for Reading Diagnostic Assessments and Running Records 3.) Utilize School-Wide Progress Monitoring Data Sheets to clearly communicate progress monitoring expectations. 4.) Using the Grade Level Expectations for BAS created by the 2015/16 LLT, the committee will implement it K-5 and use it as a basis of progress monitoring struggling readings & monitor the student's growth using a data wall.

The Literacy Leadership Team promotes reading and writing workshop. In addition, the intermediate grades will utilize Top Score Writing Curriculum to meet the standards in writing. The LLT is dedicated to foster and support teachers to use research best practices to meet the rigor and staircase of text complexity for the Florida State Standards with an emphasis on the common core shift in instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each team has a common planning period of 40 minutes each day. Each team has a scheduled lunch together. Grade 4 & 5 utilize a platoon teaching model. is made up with 4 teachers departmentalized, with teachers of like subject areas planning together. Grade 5 has four platoon teams (two teachers sharing students). Grade 4 has four platooning teams (two teachers sharing students), and two self-contained class. Grade 3 has two platooning teams and 6 self-contained classes. Grade 2 has two platooning teams and seven self-contained classes. Grade 1 has ten self-contained classes. Kindergarten has ten self-contained classes. PreK has one self-contained unit. Using the electronic lesson plan platform, www.planbook.edu.com, teachers share lesson plans and have access to a pre-populated menu for standards, Kagan Cooperative Structures, Marzano High Yield Strategies, Gifted Strategies, and ELL Strategies. Teachers and the grade level assigned Administrative Support Team member work collaboratively in a coaching model by need as identified through data and progress monitoring.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Through the Manatee County TALEO system, we are able to interview candidates that apply for staff openings. We can see the candidates work experience(s), educational background, references, and resume. We are able to select candidates that best fit our need. All teachers hired are highly qualified and in field. Several teachers are working on their ESOL endorsement, but are on track to complete within the allotted time frame. Through Professional Learning Communities (PLC) and Professional Learning Wednesdays (PLW), teachers continue to learn effective strategies to implement in the classroom. When appropriate, the school strives to offer professional development differentiated based on the professional needs analysis of the staff. In addition, teachers are encouraged to visit other classrooms to gain knowledge of highly effective practices from master teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Virgil Mills Elementary believes in ongoing learning of all staff members on campus. We utilize our Administrative Support Team (AST) to meet the needs of assigned grade levels to provide support with quality research based instructional practices. Each administrative support team member is assigned two grade levels and a support area including special area teachers and ESE teachers. Teachers may

request model lessons, coaching, or one-on-one meetings for academic support to meet the needs of their students. The AST also work closely with the team to analyze data and set goals in the Teacher Collaborative Meetings which occur monthly. The school's mentoring programs are to meet the needs of a.) the beginning teacher, b.) the developing teacher, c.) the effective/highly effective teacher. First year teachers are supported through the Manatee County Beginning Teacher in-services and are assigned a district mentor for additional feedback during instructional lessons. The developing teacher is supported with additional support from the AST member and is supported to observe lessons from master teachers on our campus. The effective/highly effective teacher may request support from the AST or a team member. PLC are also provided quarterly which allow for teams to learn and share research practices. The teachers also share lesson plans for support using the online lesson planner planbookedu.com. Virgil Mills hosts interns from local universities as well.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

A district-wide committee selects curriculum materials. We are currently using Go Math, Wonders Reading, and National Geographic Science. Grades K - 5 use Social Studies Weekly to meet the SS standards with integration of close reading standards for lessons. Teachers research and find other materials that supplement the above named curriculum and assist in helping students master the standards. Virgil Mills embraces the reading and writing workshop model in classrooms K-5. Virgil Mills is using Top Score for Writing in grades 3 - 5 to prepare our students for the state assessments in Grades 4 & 5. Other materials being used are Handwriting Without Tears for Pre-K, Kindergarten, and some struggling first graders.

All teachers are required to use the Manatee County Curriculum Road Maps in Reading, Writing, Math, Science, and Social Studies. Following these resources and documentation in electronic lesson plans ensures that all standards are being taught. Our students will also take three diagnostic assessments using i-Ready in the beginning, middle, and end of the year. Students identified as below grade level in grades K - 3 or in Tier 2 or Tier 3 as part of the MTSS will practice lessons in Reading and/or Math for two 30 minute periods per week for each core subject identified as a weakness. All teachers have a copy of the Mills Instructional Expectations which clearly outline the curriculum expectations aligned to the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

At Virgil Mills Elementary, teachers use District and classroom assessments to drive their instruction for each student. These assessments are both formative and summative. The i-Ready program has diagnostic assessments that are administered three times a year for grade K - 5. These assessments assist teachers in the creation of individual instructional plans. In addition, students identified as struggling must be provided two additional 30 minute blocks to practice lessons individualized for the student's level. Upon analyzing and monitoring the progress of learners, a teacher has access to intervention skill lessons to implement in a small group or one on one depending on the child's tier MTSS services.

Differentiated instruction is an expectation at Virgil Mills to meet the needs of EVERY learner. In the Wonders Reading Curriculum, leveled texts are used for small group instruction. Each book title is

available in three levels to assist instruction for a student's individual needs. The online portion of Go Math can be customized by the teacher for practice and assessment. Grade level data teams (Instructional teachers) meet bi-monthly to analyze and share data as well as recommend specific strategies for differentiated instruction. Teachers are responsible to maintain and update their Progress Monitoring Data Sheets for each grade level. The PM Data sheets create common data for team data chats and goal setting. ELA teachers assess students using the Fountas and Pinnell Benchmark Assessment System to monitor a child's growth as an independent reader. Data teams are also responsible to create and maintain the data walls used for progress monitoring.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Remediation After School Program for targeted grade 3-5 students for reading remediation and math remediation upon needs analysis.

Strategy Rationale

Academic tutoring with certified teachers to target instruction in Reading (Grade 3-5) & Math (Grade 3-5)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riley, Debra, rileyd@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady Diagnostic Data for Windows 1,2, & 3, BAS Assessments K-5, ESE , and Quarterly Benchmark County Assessments in ELA, & Math.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Virgil Mills Elementary supports the use of the Manatee County Curriculum Maps to assure if a child transfers within our county, the student will continue his/her education with similar curriculum and pacing to meet the state standards.

To support incoming Kindergarten students, we welcome them by placing signs in their yards the week before school starts. Our "Back to School Night" before school starts also eases some of the anxiety felt by the students. We allow Kindergarten parents to walk their child to the classroom the first week. For students in other grades, teachers buddy them up the first week with a responsible student. All staff without homerooms are in the hallways or outside at transportation the first week to greet and help any students needing assistance.

For 5th grade students transitioning to middle school, a Buffalo Creek staff member and some

selected middle school students visit our 5th grade classes for an assembly in the Spring of the year. The school also works closely with the area middle schools to register the students and include family input to choose electives.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Reading achievement for Key Ideas and Details was identified as an area of weakness for the 2017/18 of grade 3,4,5 students. Reading gains for the lowest quartile was significantly lower than like schools in the District. Math learning gains were identified as a targeted area of growth upon analysis of comparable schools

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Virgil Mills Elementary had a large amount of staff turnover in the last four years. In addition, a large amount of curriculum changes and new programs from our District have impacted the local assessment requirements for the intermediate grades in reading the past three years. Research and analysis of data from our SLLT will be evident in the goals this year. Professional development and aligned progress monitoring K-5

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By May 2018, students scoring proficient or above will increase from 54% to 64% as measured by the FCAT 2.0 Science Assessment.
- G2.** By May of 2018, the percentage of Grade 4 & 5 students meeting the total points possible for ELA Integration of Knowledge & Ideas will increase to 66% as measured on the FSA ELA assessment. [Baseline percentage is calculated from grades 3 & 4 on the 2016 ELA assessment *1617 Grade 4 avg. points 5/11 *1617Grade 5 avg. points 6/12 ** Content Area teachers & ELA teachers will integrate higher order thinking standards into instruction.]
- G3.** By May of 2018, the learning gains for Math measured as a gain as defined by the state of Florida will increase from 63% to 70% as measured on the FSA Math assessment. (Retained 3rd Grade, 4th Grade, 5th Grade)
- G4.** By May of 2018, the ELA percentage of learning gains of the Low 25% measured as a learning gain as defined by the state of Florida will increase from 46% to 58% as measured on the FSA ELA assessment. [Retained Grade 3 students, 4th grade, 5th grade] .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By May 2018, students scoring proficient or above will increase from 54% to 64% as measured by the FCAT 2.0 Science Assessment. 1a

G098173

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	64.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Fusion Curriculum
- Brain Pop
- Non Fiction leveled books/ science content reading reading texts

Plan to Monitor Progress Toward G1. 8

Q1/Q2 District Science Benchmarks

Person Responsible

James Mennes

Schedule

Quarterly, from 9/1/2017 to 1/1/2018

Evidence of Completion

Data will be disaggregated by strand, question and teacher and analyzed during TCTs.

Plan to Monitor Progress Toward G1. 8

Grade Level Science Lesson Plans Comparison

Person Responsible

Leslie Burton

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Lesson plans will be monitored to District Pacing of Standards

G2. By May of 2018, the percentage of Grade 4 & 5 students meeting the total points possible for ELA Integration of Knowledge & Ideas will increase to 66% as measured on the FSA ELA assessment. [Baseline percentage is calculated from grades 3 & 4 on the 2016 ELA assessment *1617 Grade 4 avg. points 5/11 *1617Grade 5 avg. points 6/12 ** Content Area teachers & ELA teachers will integrate higher order thinking standards into instruction.] **1a**

G098174

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Science Fusion School Site License
- Grade 5 PLC - provide time to share electronic virtual science lessons or hands on experiences

Plan to Monitor Progress Toward G2. **8**

Science Benchmark Assessments for Quarter 1 & Quarter 2

Person Responsible

Trina Dralus

Schedule

Every 6 Weeks, from 10/5/2015 to 4/15/2016

Evidence of Completion

Standards Analysis and Analysis of the Science Strands for Grade 5 Science District Benchmark Assessments.

G3. By May of 2018, the learning gains for Math measured as a gain as defined by the state of Florida will increase from 63% to 70% as measured on the FSA Math assessment. (Retained 3rd Grade, 4th Grade, 5th Grade) 1a

G098175

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- MY PGS- i-Ready training
- Math Number Sense Book Club led by Leslie Burton
- PLC for teacher training
- Modified Wednesday School Based focus on i-Ready Teacher Response to Instruction

Plan to Monitor Progress Toward G3. 8

i-Ready Data

Person Responsible

Leslie Burton

Schedule

Biweekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Student progress in i-Ready lessons for progress monitoring/TCT Meetings

G4. By May of 2018, the ELA percentage of learning gains of the Low 25% measured as a learning gain as defined by the state of Florida will increase from 46% to 58% as measured on the FSA ELA assessment. [Retained Grade 3 students, 4th grade, 5th grade] . 1a

G098176

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- funding for new computers
- School -Based Teacher Training with Instructional Focus for i-Ready, text structure, and rigor

Plan to Monitor Progress Toward G4. 8

i-Ready data

Person Responsible

Trina Dralus

Schedule

Biweekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Teacher analysis of student progress for struggling students who utilize i-Ready lessons at least twice per week for 30 minutes.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Total:	\$0.00
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