

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Non-Title I Elementary Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Virgil Mills Elementary	District Name: Manatee
Principal: Michael F. Rio	Superintendent (Interim): Dr. David Gayler
SAC Chair: Robert Connor	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. P. Fenton, C. Warner, N. Maas, S. Turner, R. Minnick, V. Wilson, S. Hansen, A. Knight, K. Buckley
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Each grade level has a “point person” assigned who meets monthly with their team to review data, interventions, and discuss changes that may be necessary. The “point person” meets with the principal quarterly to discuss data. The MTSS Leadership Team meets weekly to review team data. The MTSS meets with parents when reports are completed to share results and obtain consent when needed.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe

April 2012

Rule 6A-1.099811

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>how the RtI Problem-solving process is used in developing and implementing the SIP? The role of the MTSS Leadership Team is to address teacher, parent, and student concerns by developing and implementing strategies and interventions to meet student needs and increase student academic success. Data is reviewed during the summer with the Mills Leadership Team. Goals are developed for the SIP. The MTSS is involved in this process. The MTSS reviews benchmark data and FAIR to ensure Tier1 services are effective. If not, the problem solving process is implemented.</p>
<p>MTSS Implementation</p>
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. FAIR, Manatee County Benchmark Assessment, ODR</p>
<p>Describe the plan to train staff on MTSS. Two staff members on the team attend all county trainings on RtI. These two staff members train our teams at team meetings and/or faculty meetings.</p>
<p>Describe plan to support MTSS. The Assistant Principal is part of the team and attends the weekly meetings. Providing training for staff is a priority focus.</p>

Literacy Leadership Team (LLT)

<p>School-Based Literacy Leadership Team</p>
<p>Identify the school-based Literacy Leadership Team (LLT). M. Rio, P. Fenton, A. Knight, D. Riley, K. Choate, C. Gingras, M. Hart, M. Hipolito, K. Turenne, V. Huckestein, C. Collins, J. Varna, C. France, A. Heflin, C. Snell, L. Watson, S. Hunt, A. Notine</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly on the 4th Monday of the month. The functions include scheduling assessments, reviewing and recommending materials and discussing the professional learning plan.</p>
<p>What will be the major initiatives of the LLT this year? The major initiatives are designing, reviewing and planning professional learning around the CCSS implementation, remediation support and resources.</p>

Lesson Study

<p>Lesson Study</p>
<p>Identify the Lesson Study Plan for your school. Collaborative team planning is a Mills expectation. It is non-negotiable.</p>
<p>Describe how the Lesson Study Plan will be implemented. Teams have common planning time daily. Electronic lesson plans are shared. CCSS, SSS, Kagan, ESOL, Marzano, and gifted strategies are embedded. Administrators can review and provide feedback.</p>
<p>What will be the major initiatives of the Lesson Study Plan this year? K-1 CCSS ELA and Math. 90% of the teachers are piloting the electronic lesson plans. The expectation is that 100% of the teachers will be using the electronic lesson plans by the 4th quarter.</p>

PART II: EXPECTED IMPROVEMENTS

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Reading)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The percentage of students performing at grade level in reading needs improvement due to the decrease of 16% from 2011.</p> <p>The percentage of students performing at a level 4 or 5 needs improvement due to a decrease of 4%.</p>	Time and resources for remediation	<p>Differentiated instruction during the 90 minute and remediation block</p> <p>Use of aides and substitutes trained in reading instruction</p> <p>PLC- reading</p>	V. Ellery Classroom teacher Reading Coach Admin	<p>Monthly discussions with RtI point person</p> <p>PM data sheets</p>	<p>FAIR</p> <p>DRA</p> <p>Reading series unit tests</p> <p>Walkthroughs</p>

**Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is to have at least 70% (357) of 3rd-5th graders at or above level 3 on the 2013 Reading FCAT 2.0.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Math)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>The percentage of students performing at grade level in math needs improvement due to the decrease of 18% from 2011.</p> <p>The percentage of students performing at a level 4 or 5 needs improvement due to a decrease of</p>	More support for grades K-3 (4 th -5 th grade math teachers participating in math PLC)	<p>More Kagan cooperative structures during math block</p> <p>More use of online math tools</p>	J. McNaughton Classroom teacher Admin	<p>Walkthroughs</p> <p>Feedback from Professional Learning</p> <p>Benchmark data</p>	<p>Math Benchmarks</p> <p>Use of online tools</p> <p>Unit benchmark tests</p>

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is to have at least 68% (347) 3 rd -5 th graders at or above level 3 on the 2013 Math FCAT 2.0.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Writing)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The percentage of students performing at grade level in writing needs improvement due to the decrease of 4 % from 2011.	Uncertainty of scoring (what is proficient?)	PLC- including changes in scoring Dual scoring on writing assessments 4 th grade departmentalization	V. Ellery A. Knight- Reading Coach Classroom teachers Admin	PM data sheet Conferring- teacher to student Writing process- planning to publishing	Benchmark assessments Mills Writes Classroom writing assessments

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is to have at least 84% (139) 4 th graders at grade level proficiency on the 2013 Writing FCAT.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Science)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Even though we continue to make gains, physical science and nature of science content areas have the lowest percentage of correct responses.	Seven benchmarks tested on FCAT are not	Fifth grade spiral work on those targeted benchmarks	PLC- V. Ellery 5 th Grade Science teachers Admin	Lesson study, participation is Study Island, review Benchmark assessments	Science Benchmark assessments and FCAT Science

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	taught in fifth grade.	Fifth grade science teachers attending PLCs to increase science literacy, Study Island			
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is to have at least 61% (116) 5th graders at or above level 3 on the 2013 FCAT Science 2.0.

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

April 2012

Rule 6A-1.099811

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Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
High Scope	Pre K	A. Knight	All Pre-K teachers and aides	3 hours monthly	On going discussion, lesson plans	M. Rio
CCSS	K-2	A. Knight	All K-2 teachers, ESE and support staff	3 hours monthly	PM data, follow up built in	M. Rio
Strategic Reading	3-5	V. Ellery	All 3-5 reading, writing and science teachers	3 hours monthly- 1 st semester	PM data, follow up built in	M. Rio
Math	4-5	J. McNaughton	All 4-5 math teachers and ESE	3 hours monthly	PM data and FCAT data	M. Rio

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

April 2012

Rule 6A-1.099811

Revised by Teaching & Learning Dept.,7/19/12

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the activities of the SAC for the upcoming school year.
One of the SAC's major goals continues to be the safety of our students. The SAC has been instrumental in improving our parking lot pick up and drop off procedures, having fence installed and making policy for outside dining in our picnic area. Another goal is to inform parents of the district initiatives for the 2012-2013 school year, which include K-1 CCSS and electronic FCAT testing. The SAC implemented online voting for SAC members and worked on policy for student usage of personal electronics devices.

Describe the projected use of SAC funds.	Amount
Substitutes for PLCs and training	\$4786.69