

Manatee County Public Schools

PALM VIEW K-8 SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Manatee County School Board on Original date for School Board approval 10/8/24 - Rescheduled due to Hurricane. School Board approved 10/22/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none">1. Have an overall Federal Index below 41%;2. Have a graduation rate at or below 67%;3. Have a school grade of D or F; or4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

School Mission:

Palm View School’s faculty and staff are committed to providing students exemplary instruction that nurtures intellectual curiosity, critical thinking, and a passion for learning. We will work collaboratively to prepare our students for success to graduate from high school on schedule, with the skills and knowledge required for success in higher education and/or the workplace.

Provide the school's vision statement

Our vision is that every child will reach grade-level proficiency in reading, writing, social studies, mathematics and science. We will work to ensure that everyone in our school rallies around this vision; that everyone in the school can share how we are working on our goals together; and that all of us are focused on mutual growth and improvement.

B. School Leadership Team

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

Jessica Kane

Position Title

Principal

Job Duties and Responsibilities

Curriculum Responsibilities: -Evaluations (see sheet) -ELA 3rd - 8th -Collaborative Planning: 3-8 ELA -3-8 Writing

Leadership Team Member #2

Employee's Name

Ashley Terry

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum Responsibilities: -Evaluations (see sheet) -Math (K-5)/ELA (K-2) - Collaborative Planning: K-2 -5-8 Science -Acaletics; Extended Hour K-2 Testing ESOL compliance

Leadership Team Member #3

Employee's Name

Nicole Sowders

Position Title

Assistant Principal

Job Duties and Responsibilities

Curriculum Responsibilities - Evaluations (see sheet) -Intensives, Math, Civics/SS -Collaborative Planning: 6-8 Reading, 6-8 Math, 6-8 Social Studies and 6-8 Science

Leadership Team Member #4

Employee's Name

Carolyn Winget

Position Title

Reading Coach

Job Duties and Responsibilities

K-8 ELA Win(What I need) Rdg Interventions, with a direct focus on K-2 WIN time

Leadership Team Member #5

Employee's Name

Jensina Barnes

Position Title

Student Support Specialist

Job Duties and Responsibilities

K-8 Discipline, CHAMPS, PBIS, MTSS (Branching Minds)

Leadership Team Member #6

Employee's Name

Dane Gottsch

Position Title

Student Support Specialist

Job Duties and Responsibilities

K-8 Discipline, CHAMPS, PBIS

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

In the 2023-2024 school year, we gave our School Advisory Council a parent survey. Based on that data, WOZ Night, ESOL night, Family Engagement Night we ask for parent/guardian feedback. All stakeholders are included when reviewing school-wide performance data and identifying goals/strategies for improvement. Prior to the beginning of the school year, all staff are brought together to review prior year state assessment data. School grade calculations are shared and broken down to ensure campus-wide understanding. Teams are established to create goals and action plans that turn into the school-wide goals and action steps. ILT and Admin review all goals and prepare to present to SAC at the first two meetings. Input is collected and added to action plans, that also include family and parent engagement. SIP goals and action plans are continued to be revisited and shared in family informational events along with SAC meetings and PV K-8 PLC meetings.

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. (ESEA 1114(b)(3))

The SIP is reviewed following the action plan items and monitoring dates. SIP goals and action steps are reviewed quarterly via a State of the School assessment using formative data with our ILT and Admin. SIP goals are also reviewed with SAC at the end of each semester.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	73.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	8	15	12	12	19	11	16	20	16	129
One or more suspensions	4	2	6	9	8	15	31	24	24	123
Course failure in English Language Arts (ELA)	0	0	0	0	6	0	5	0	8	19
Course failure in Math	0	0	0	0	2	0	9	1	4	16
Level 1 on statewide ELA assessment	18	14	24	17	12	15	20	12	32	164
Level 1 on statewide Math assessment	22	9	28	14	11	15	15	10	21	145
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	5	7	19						31
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	7	7					14

Current Year 2024-25

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	6	10	11	14	12	11	27	18	8	117

Current Year 2024-25

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	0	0	0	12	1	0	0	0	1	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2023-24) 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	
Absent 10% or more school days	16	14	14	30	16	10	22	13	29	164
One or more suspensions	3	1	3	16	7	11	33	33	40	147
Course failure in ELA	2	2	2	33	4	23	1	20	12	99
Course failure in Math	1	5	5	27	5	21	1	7	27	99
Level 1 on statewide ELA assessment				15	21	18	22	26	36	138
Level 1 on statewide Math assessment				13	20	16	11	11	11	82
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						234

Prior Year (2023-24) 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	3	8	7	30	20	21	22	20	29	160

Prior Year (2023-24) 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				16						16
Students retained two or more times										0

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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40	54	58	34	48	53	29	50	55
ELA Grade 3 Achievement **	38	49	59	34	45	56			
ELA Learning Gains	50	58	59				41		
ELA Learning Gains Lowest 25%	45	54	54				35		
Math Achievement *	60	58	59	53	57	55	43	40	42
Math Learning Gains	64	57	61				56		
Math Learning Gains Lowest 25%	66	54	56				62		
Science Achievement *	29	50	54	36	53	52	26	56	54
Social Studies Achievement *	63	76	72	50	72	68	46	57	59
Graduation Rate		63	71		63	74		52	50
Middle School Acceleration	81	74	71	74	70	70	73	53	51
College and Career Readiness		47	54		53	53		76	70
ELP Progress	55	43	59	25	46	55	29	66	70

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
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	591
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	46%	44%	40%		62%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	32%	Yes	3	
English Language Learners	38%	Yes	3	
Black/African American Students	48%	No		
Hispanic Students	50%	No		
Multiracial Students	60%	No		
White Students	59%	No		
Economically Disadvantaged Students	52%	No		

2022-23 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	15%	Yes	2	2
English Language Learners	25%	Yes	2	1
Black/African American Students	48%	No		
Hispanic Students	41%	No		
Multiracial Students	52%	No		
White Students	54%	No		
Economically Disadvantaged Students	43%	No		

2021-22 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	26%	Yes	1	1

2021-22 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%
English Language Learners	37%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	43%	No		
Hispanic Students	40%	Yes	1	
Multiracial Students	26%	Yes	1	1
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	42%	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. (pre-populated)

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%	38%	50%	45%	60%	64%	66%	29%	63%	81%			55%
Students With Disabilities	14%	6%	37%	33%	24%	45%	56%	7%	41%				59%
English Language Learners	17%	20%	34%	32%	45%	58%	64%	14%	40%				55%
Black/African American Students	33%	33%	49%	56%	59%	60%	71%	20%					
Hispanic Students	33%	46%	44%	43%	56%	63%	64%	18%	56%	68%			56%
Multiracial Students	55%				64%								
White Students	54%	35%	58%	31%	64%	63%	65%	50%	75%	94%			
Economically Disadvantaged Students	36%	36%	46%	46%	58%	61%	65%	28%	60%	82%			54%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%	34%			53%			36%	50%	74%			25%
Students With Disabilities	11%	0%			27%			8%	23%				22%
English Language Learners	15%	19%			36%			17%	22%				42%
Black/African American Students	38%	33%			46%			39%	82%				
Hispanic Students	27%	35%			50%			26%	35%	70%			42%
Multiracial Students	50%				53%								
White Students	41%	33%			61%			51%	67%	69%			
Economically Disadvantaged Students	31%	28%			51%			30%	50%	74%			38%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	29%		41%	35%	43%	56%	62%	26%	46%	73%			29%
Students With Disabilities	6%		31%	36%	19%	51%	56%	2%	17%				14%
English Language Learners	18%		31%	30%	36%	55%	64%	12%	33%	64%			29%
Native American Students													
Asian Students													
Black/African American Students	26%		39%	33%	36%	59%	71%	24%	58%				
Hispanic Students	23%		36%	34%	40%	53%	60%	18%	39%	70%			28%
Multiracial Students	25%				27%	27%							
Pacific Islander Students													
White Students	45%		56%	40%	56%	63%	52%	46%	52%	72%			
Economically Disadvantaged Students	26%		38%	38%	40%	55%	65%	21%	41%	67%			28%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	39%	51%	-12%	55%	-16%
Ela	4	33%	52%	-19%	53%	-20%
Ela	5	36%	51%	-15%	55%	-19%
Ela	6	46%	51%	-5%	54%	-8%
Ela	7	39%	50%	-11%	50%	-11%
Ela	8	43%	48%	-5%	51%	-8%
Math	3	60%	63%	-3%	60%	0%
Math	4	49%	62%	-13%	58%	-9%
Math	5	45%	60%	-15%	56%	-11%
Math	6	57%	56%	1%	56%	1%
Math	7	68%	57%	11%	47%	21%
Math	8	44%	30%	14%	54%	-10%
Science	5	31%	49%	-18%	53%	-22%
Science	8	28%	44%	-16%	45%	-17%
Civics		64%	69%	-5%	67%	-3%
Algebra		92%	54%	38%	50%	42%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Overall our strength 7/8 grade Algebra/Geometry proficiency, where the students receive additional support with a critical thinking teacher, who is also their Algebra/Geometry teacher. Social Studies increased 50% to 63% due to Civics boot camp, working with the district specialist, and breaking down data and meeting with Social Studies Teacher. Math Achievement went from 53% to 60% where the Math Coach built thinking classrooms. Our school has focused on working with students on the cusp of proficiency, angels grouping and placing students in appropriate extended hour groups. We continue to have facilitated collaborative planning to support all grade levels and subject areas.

4th and 5th grade Math Proficiency. Currently, 3rd and 4th grade have the largest number of students not meeting proficiency in ELA and in Math 7th and 8th grade. When breaking down overall learning gains, our strongest grade levels in ELA were 3rd-5th and in Math were every grade 3rd-8th with the exception of 6th grade. For L25 learning gains, strengths were in 3rd and 4th for ELA and 3rd, 4th, and 7th grades for Math. Science continues to be an area of concern with 5th and 8th grade each falling below 30% proficiency.

Lowest Performance

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

Based off the 3rd-8th grade data we need to show improvement in achievement for proficient students in both ELA and Math. 8th grade Science and Civics need to match our ELA/Math achievement levels. We are able to move the low achieving students but struggle to maintain the proficient students across the grade levels. Another area of need is Civics which relies heavily on vocabulary and content along with prior knowledge retained in 6th and 7th grade history classes. The 5th and 8th grade science scores also showed a decline. We focused on ELA and Math and did not give enough focus to Science. We will continue to work and develop vocabulary skills as well as writing in all areas to improve understanding.

Greatest Decline

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

contributed to this decline.

Our greatest decline was in 5th/8th grade Science. Our K-5 WOZ teacher went on maternity leave in the middle of the school year. We struggled to gain traction with implementing the WOZ science kits and science vocabulary. We have hired a new K-5 WOZ teacher. We will also be implementing Penda. Time and student absences played a factor in this decline.

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.

After analyzing the state data, we have identified two areas that have the greatest gaps. First, our third grade ELA difference is 22%. The other gap is our ELP with a difference of 30%. We need to focus our energy on closing the achievement gap before they get to 3rd grade. We also will be training and working with our teachers to build strength in small groups and best practices.

EWS Areas of Concern

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

For the 2024-2025 school year, our area of concern is our 3rd through 8th grade proficiency and moving our students that are level 1's and 2's.

Highest Priorities

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

1. ELA Proficiency for 3rd grade
2. ELA LG grades 3-8
2. ESE Proficiency K-8
3. ELL Proficiency K-8
3. 5th and 8th grade Science

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 ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

During collaborative planning Palm View's area of focus will be small group differentiated instruction during the ELA block. It was identified based on informal walk throughs, teacher input, and observing collaborative planning processes. The collaborative planning process allows teachers to review data and monitor instructional practices that differentiate instruction. Using RAISE by attending the Professional development sessions, following the District Reading Plan and the BEST standards to support and implement reading strategies across the curriculum

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

No Answer Entered

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

No Answer Entered

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 administration will conduct informal look-fors in walk throughs throughout all classes on a 2 week rotation that will drive collaborative planning instructional needs. The data will drive our CTS along with Wednesday morning professional development. We will also work with our teams to build small group rotations within the classroom that have meaning and purpose with a student driven mindset.

Person responsible for monitoring outcome

Jessica Kane

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Florida's Multi-Tiered System of Support Standards Based Planning focused in all content areas (ELA) accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean or Counselor). Data Driven Decision making accomplished through grade level TLCs with a focus on the PV K-8 Gap Eliminator process and formative data supported by members of the Leadership Team; focus on proficiency in ELA with our ESE and ESOL students. All teachers will be writing across ALL content areas including Math, Science, Social Studies, and Elective areas.

Rationale:

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes. In a standards-based learning classroom students are expected to meet a defined measure of proficiency that is equivalent to the rigor of that grade level standard. Students must demonstrate evidence of this learning and how it reflects the grade level standard. It is up to the classroom teacher to scaffold student learning to help students achieve the highest levels of cognitive complexity. Research for standards-based learning comes from Marzano and his Essentials for Achieving Rigor Model (Moore, Toth & Marzano, 2017). The philosophy behind is that, "if we have expectations in the real world for student learning that is rigorous, independent and applicable in the real world, teachers need to be able to plan instruction that will help students meet those goals" (Moore, Toth & Marzano, 2017). PV K-8 is a Learning Focused framework school, as well; reference research and data behind the 90-90-90 schools and John Hattie's high effect strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Action Steps for 3rd Grade Proficiency

Person Monitoring:

Jessica Kane

By When/Frequency:

Weekly Starting August 19th-May 29, 2025

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

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and weekly calendar of collaborative planning sessions by grade level/department. 1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a weekly calendar of collaborative planning session by grade level/departments. 2. Using the "Palm View Planning Process" and Learning Focused lesson plan template, begin by following required district pacing guide and curriculum maps, use of the B.E.S.T. standards to unpack standards. 3. Unpack spotlight (and stacking) standards and determine LEQ's (learning goals) and learning objectives (What students need to know and do). Utilize the core resources to align learning targets to standards and expected outcomes; provide coaching support. 4. Plan formative assessments. 5. Plan lessons and activities; focus on rigor and scaffolding (building a staircase to the top learning goals highest level of complexity of the standard). 6. Review data from formatives and plan next steps (reteaching; small group; enrichment). ongoing review of student performance data. 7. Continue to build small group focus in collaborative lesson plans. 8. Consistency across grade levels with implementing writing across curriculum

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

During collaborative planning Palm View's area of focus will be small group differentiated instruction. It was identified based on informal walk throughs, teacher input, and observing collaborative planning processes. The collaborative planning process allows teachers to review data and monitor instructional practices that differentiate instruction. We will focus on closing the achievement gaps for reading and focus on what each small group will look like within the classroom. We will reflect on data. teacher input and best practice to build comprehensive small groups that are specific for the needs of the students.

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 the 2024-2025 school year, students in grades 3rd-8th grade will increase Learning Gains in ELA from 45% to 55% proficient on the FAST PM 3 assessment.

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.

Instructional Practice ELA will be monitored through PM1, PM2, and PM3 data through the grade levels. The Instructional Leadership Team will meet to review the data to support the instructional strategies. Administration will continue to collaboratively plan with the Reading Coach to help support the needs of students. Programs such as Angels group and WIN "What I Need" will be implemented. District Universal Screening will help monitor progress.

Person responsible for monitoring outcome

Ashley Terry

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Florida's Multi-Tiered System of Support Standards Based Planning focused in all content areas (ELA) accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean or Counselor). Data Driven Decision making accomplished through grade level TLCs with a focus on the PV K-8 Gap Eliminator process and formative data supported by members of the Leadership Team; focus on proficiency in ELA with all students. All teachers will be writing across ALL content areas including Math, Science, Social Studies, and Elective areas.

Rationale:

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes. In a standards-based learning classroom students are expected to meet a defined measure of proficiency that is equivalent to the rigor of that grade level standard. Students must demonstrate evidence of this learning and how it reflects the grade level standard. It is up to the classroom teacher to scaffold student learning to help students achieve the highest levels of cognitive complexity. Research for standards-based learning comes from Marzano and his Essentials for Achieving Rigor Model (Moore, Toth & Marzano, 2017). The philosophy behind is that, "if we have expectations in the real world for student learning that is rigorous, independent and applicable in the real world, teachers need to be able to plan instruction that will help students meet those goals" (Moore, Toth & Marzano, 2017). PV K-8 is a Learning Focused framework school, as well; reference research and data behind the 90-90-90 schools and John Hattie's high effect strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ELA Learning Gains Grades 3-8

Person Monitoring:

Ashley Terry

By When/Frequency:

Quarterly

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

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and weekly calendar of collaborative planning sessions by grade level/department. 1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a 2. Using the "Palm View Planning Process" and Learning Focused lesson plan template, begin by following required district pacing guide and curriculum maps, use of the B.E.S.T. standards to unpack standards. 3. Unpack spotlight (and stacking) standards and determine LEQ's (learning goals) and learning objectives (What students need to know and do). Utilize the core resources to align learning targets to standards and expected outcomes; provide coaching support. 4. Plan formative assessments. 5. Plan lessons and activities; focus on rigor and scaffolding (building a staircase to the top learning goals highest level of complexity of the standard). 6. Review data from formatives and plan next steps (reteaching; small group; enrichment) ongoing review of student performance data.

Area of Focus #3

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**

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

Student outcomes are the primary focus. Special education/SWD is a service to enable success in the general education curriculum. Student outcomes are the primary focus emphasizing looking at the learning gains. Aligning IEP goals in the collaborative planning process to drive the differentiated instruction. SWD is a focus so our students will continue to make learning gains to work towards proficiency. The Paraprofessionals will go through 2 professional developments. The behavioral specialist full time on campus will focus, prepare, and support more ESE students to be mainstreamed or included in general education. The goal would be to increase access to general education by shaping and supporting ESE students' behavior for successful inclusion. Our school will work on analyzing the ESE support staff schedule. The Support Facilitation schedule and teacher's aide schedule is developed to support the SWD students in areas of need. Continuous data tracking

and monitor will drive the supports.

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 the 2024-2025 school year, students in grades K-8th grade will increase proficiency for our SWD from 32% to 41% on the FAST PM 3 assessment.

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.

Effective early intervention is key to positive outcomes, along with identifying student needs. The Reading coach will be focusing on K-2 instructions during "WIN" (intervention instruction). Student's IEP's will be focused on the student's need and help drive differentiated instruction throughout all subject areas and grade levels. Collaborative planning sessions will discuss student's needs. Branching Minds will track beneficial data to monitor student's interventions.

Person responsible for monitoring outcome

Nicole Sowders

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Florida's Multi-Tiered System of Support Standards Based Planning focused in all content areas (ELA) accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean or Counselor). Data Driven Decision making accomplished through grade level TLCs with a focus on the PV K-8 Gap Eliminator process and formative data supported by members of the Leadership Team; focus on proficiency in ELA with all students. All teachers will be writing across ALL content areas including Math, Science, Social Studies, and Elective areas.

Rationale:

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes. In a standards-based learning classroom students are expected to meet a defined measure of proficiency that is equivalent to the rigor of that grade level standard. Students must demonstrate evidence of this learning and how it reflects the grade level standard. It is up to the classroom teacher to scaffold student learning to help students achieve the

highest levels of cognitive complexity. Research for standards-based learning comes from Marzano and his Essentials for Achieving Rigor Model (Moore, Toth & Marzano, 2017). The philosophy behind is that, “if we have expectations in the real world for student learning that is rigorous, independent and applicable in the real world, teachers need to be able to plan instruction that will help students meet those goals” (Moore, Toth & Marzano, 2017). PV K-8 is a Learning Focused framework school, as well; reference research and data behind the 90-90-90 schools and John Hattie's high effect strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ESE Proficiency K-8

Person Monitoring:

Nicole Sowders

By When/Frequency:

Quarterly

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

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and weekly calendar of collaborative planning sessions by grade level/ department. 1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a 2. Using the "Palm View Planning Process" and Learning Focused lesson plan template, begin by following required district pacing guide and curriculum maps, use of the B.E.S.T. standards to unpack standards. 3. Unpack spotlight (and stacking) standards and determine LEQ's (learning goals) and learning objectives (What students need to know and do). Utilize the core resources to align learning targets to standards and expected outcomes; provide coaching support. 4. Plan formative assessments. 5. Plan lessons and activities; focus on rigor and scaffolding (building a staircase to the top learning goals highest level of complexity of the standard). 6. Review data from formatives and plan next steps (reteaching; small group; enrichment) ongoing review of student performance data.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

The area of focus for English Language Learners were identified through ESOL/ELL ACCESS Scores for LY students and AFE Comparison reports. From the reports that are generated and tracked by the administrative team members, the ELL ACCESS achievement data demonstrated the need for ELL students to demonstrate progress in levels of achievement (in areas: listening, speaking, reading, writing and overall score).

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 the 2024-2025 school year, students in grades K-8th grade will increase proficiency for our ELL from 38% to 41% on the FAST PM 3 assessment.

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.

Teachers will provide appropriate and comprehensible instruction using ESOL methods and strategies.

Teacher trainings provided through ESOL specialist- Mrs. Vogt. SALA (Student Achievements through Language Acquisition) as well as

Students will be monitored by ACCESS re-evaluations with support of Mrs. Reyes.

SALA- the online suite of assessments provides information about students' strengths and weaknesses in English. It includes paper-based assessments for grades 1–12 and kindergarten.

Person responsible for monitoring outcome

Ashley Terry

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Florida's Multi-Tiered System of Support Standards Based Planning focused in all content areas (ELA) accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean or Counselor). Data Driven Decision making accomplished through grade level TLCs with a focus on the PV K-8 Gap Eliminator process and formative data supported by members of the Leadership Team; focus on proficiency in ELA with all students. All teachers will be writing across ALL content areas including Math, Science, Social Studies, and Elective areas.

Rationale:

An effective MTSS framework has the following components: (1) Strong, high-quality classroom

instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes. In a standards-based learning classroom students are expected to meet a defined measure of proficiency that is equivalent to the rigor of that grade level standard. Students must demonstrate evidence of this learning and how it reflects the grade level standard. It is up to the classroom teacher to scaffold student learning to help students achieve the highest levels of cognitive complexity. Research for standards-based learning comes from Marzano and his Essentials for Achieving Rigor Model (Moore, Toth & Marzano, 2017). The philosophy behind is that, "if we have expectations in the real world for student learning that is rigorous, independent and applicable in the real world, teachers need to be able to plan instruction that will help students meet those goals" (Moore, Toth & Marzano, 2017). PV K-8 is a Learning Focused framework school, as well; reference research and data behind the 90-90-90 schools and John Hattie's high effect strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ELL Proficiency K-8

Person Monitoring:

Ashley Terry

By When/Frequency:

Quarterly

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

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and weekly calendar of collaborative planning sessions by grade level/ department. 1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a 2. Using the "Palm View Planning Process" and Learning Focused lesson plan template, begin by following required district pacing guide and curriculum maps, use of the B.E.S.T. standards to unpack standards. 3. Unpack spotlight (and stacking) standards and determine LEQ's (learning goals) and learning objectives (What students need to know and do). Utilize the core resources to align learning targets to standards and expected outcomes; provide coaching support. 4. Plan formative assessments. 5. Plan lessons and activities; focus on rigor and scaffolding (building a staircase to the top learning goals highest level of complexity of the standard). 6. Review data from formatives and plan next steps (reteaching; small group; enrichment) ongoing review of student performance data.

Area of Focus #5

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

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

Based on the 29% proficiency rate, Science is an area of focus and need at Palm View K-8. The administrative team identified that science needed to be an area of focus for student achievement. Science will be supported through student's reading, PENDA, Cornell notes, and implementing WOZ support in instruction and classes.

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 the 2024-2025 school year, students in grades 5th and 8th grade will increase proficiency in Science from 29% to 35% on the State Science assessment (SSA).

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.

Teachers will participate in a training throughout the school year to develop and implement NGSS science units for their students, including the implementation of PENDA. Collaborative planning will meet during the school year to further develop classroom strategies around the NGSS, scientific practices, assessments, WOZ, and STEM.

Person responsible for monitoring outcome

Nicole Sowders

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Florida's Multi-Tiered System of Support Standards Based Planning focused in all content areas (ELA) accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean or Counselor). Data Driven Decision making accomplished through grade level TLCs with a focus on the PV K-8 Gap Eliminator process and formative data supported by members of the Leadership Team; focus on proficiency in ELA with all students. All teachers will be writing across ALL content areas including Math, Science, Social Studies, and Elective areas.

Rationale:

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes. In a standards-based learning classroom students are expected to meet a defined measure of proficiency that is equivalent to the rigor of that grade level standard. Students must demonstrate evidence of this learning and how it reflects the grade level standard. It is up to the classroom teacher to scaffold student learning to help students achieve the highest levels of cognitive complexity. Research for standards-based learning comes from Marzano and his Essentials for Achieving Rigor Model (Moore, Toth & Marzano, 2017). The philosophy behind is that, "if we have expectations in the real world for student learning that is rigorous, independent and applicable in the real world, teachers need to be able to plan instruction that will help students meet those goals" (Moore, Toth & Marzano, 2017). PV K-8 is a Learning Focused framework school, as well; reference research and data behind the 90-90-90 schools and John Hattie's high effect strategies.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

5th and 8th Grade Science Proficiency

Person Monitoring:

Nicole Sowders, Cindy Hutchinson (8th), Fabian Hankerson (5th)

By When/Frequency:

Quarterly

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

Facilitated, collaborative planning to increase teacher expertise of what students must know, understand, and be able to do aligned to the rigor required of the benchmarks and to plan instructional task that engage all students. Weekly collaborative planning will also address remedial and accelerated instruction for small groups and provide opportunities for problem-solving, discussion of high-effect practices, and weekly calendar of collaborative planning sessions by grade level/ department. 1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a 2. Using the "Palm View Planning Process" and Learning Focused lesson plan template, begin by following required district pacing guide and curriculum maps, use of the B.E.S.T. standards to unpack standards. 3. Unpack spotlight (and stacking) standards and determine LEQ's (learning goals) and learning objectives (What students need to know and do). Utilize the core resources to align learning targets to standards and expected outcomes; provide coaching support. 4. Plan formative assessments. 5. Plan lessons and activities; focus on rigor and scaffolding (building a staircase to the top learning goals highest level of complexity of the standard). 6. Review data from formatives and plan next steps (reteaching; small group; enrichment). ongoing review of student performance data.

IV. Positive Culture and 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.

When reviewing our 2023-2024 attendance data, we have a significant number of students with a large number of absences: 113/576 students (20%) were in Tier 3 (missing 10% or more of school days) at the end of the 2023-2024 school year.

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.

If students and families are aware of the impact attendance has on academic success, the amount of time that is loss from tardies and early sign outs, all students are motivated to want to come to school on time every day, then absences will decrease by at least 5% or more for the 2024-2025 school year as compared to the prior 22-23 school year.

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.

Attendance Monitoring: Title I funded a GET (Graduate Enhancement Teacher) to monitor attendance and tardy data weekly with report out meetings with admin scheduled every Monday. Systems established for communicating with parents when absences/tardies hit identified threshold: Phone call, home visit, check in/out at front desk upon arrival/dismissal, GET/Admin/Parent conferences. Spreadsheet of communication will be kept on the One Drive to be shared in weekly mtgs.

Person responsible for monitoring outcome

Jessica Kane

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

CHAMPS is a classroom management, positive behavioral approach that values all students and views all students as able to be successful. It is rooted in brain-based, behavioral approaches that are

inclusive and nurturing. The CHAMPS vision and strategies are at the heart of the SPARK classroom management training-practical, useful, evidence-based. PBIS: It is important for all of us to understand that children come to us from many different backgrounds, which create students with a wide range of social skills, some of which create problems in a school setting. Just as in academics, we need to address these skills at a level in which all children can learn and grow. Interaction with the home is important, as is the interaction with the guidance counselor as well as all staff members on campus.

Rationale:

An effective MTSS framework has the following components: (1) Strong, high-quality classroom instruction for all students; (2) Use of assessment data to measure and monitor academic/behavior progress; (3) Identification of at-risk students; (4) Targeted, evidenced-based interventions; and (5) Routine collaboration of school teams to determine when and where coaching and training are needed for improved learning outcomes. CHAMPS and PBIS are ways of work that build clear expectations while also embedding practices that build trust, respect, and intentionality among staff and students. Our goal is to focus on a preventative approach built on strong relationships. These practices work seamlessly with life skills instruction and best practices for classroom management and 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 #1**

Attendance

Person Monitoring:

Jessica Kane/GET

By When/Frequency:

Weekly

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

The GET will come to the Admin Weekly meetings to report out. She will use data review MTSS-Weekly review of data and develop strategies to work with students and parents. The GET will work with the students, parents, school, and district as well as community resources to assist with increase in student attendance. Parental involvement includes and is not limited to : post cards, home visits, phone calls, letters, meeting in the car line, and various resources and strategies to develop relationships in order to decrease absences. The GET will work with administration on detailed individual student attendance. The GET will continue to document contact and outcomes of parent/student contact and communication.

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 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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://www.manateeschools.net/Domain/5958>

Identify and action plan to include all stakeholders:

Leadership team; Counselors; Deans

Classroom teachers

Instructional Support and Non-Instructional Personnel

Families/Guardians

Students

Business Partners; Churches

District support specialists; federal funding department; curriculum department

Use of weekly call outs to PV K-8 community stakeholders; use of PV K-8 website; SAC, Title I, and ESOL parent/informational meetings.

Quarterly SIP progress review (State of the School) shared with all stakeholders: PLCs, SAC, Parent/Family informational nights

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

Default.aspx?PageType=1&SiteID=48&ChannelID=1255&DirectoryType=6

2024-2025 #PatherPride PV K-8 Mission: To welcome back our faculty and share expectations for the 2024-2025 school year with a commitment to being one **professional learning community**, including all **stakeholders**, to make a positive impact on all learners every day. We are what makes the difference because we are a school of heart.

Building Blocks of Mission include:

- CHAMPS/PBIS/Life Skills - Advisory Period 18 minutes daily, built into Master Schedule for PreK-8
- Monique Burr Foundation: Child and Teen Safety Matters course and materials
- PBIS - School wide goals and common language, electronic currency for incentives
- Quarterly Awards
- Annual Parent Informational Meetings; Family Engagement Events; Soar in 4 - Involve families and all stakeholders in current learning such as Character Trait of the Month, academics, and building parents' capacity to work with students; seek out input to support school initiatives and goals.
- 21st Century Program; EDEP
- Middle School Athletics
- United Way
- Good Cause Meetings
- 3rd Grade Parent Meetings/Family Night
- AVID
- Universal Screeners

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. (ESEA Section 1114(b)(7)(ii))

- All third graders will be taking the 3A Math Acceleration. We will have support from District.
- Fidelity to all core curriculum programs- uninterrupted 90 min ELA block in elementary
- Fidelity to Accelerated curriculum/WIN- What I Need
- Push in small group supports in ELA and WIN blocks
- Learning Focused standard-based collaborative planning
- CTS- Collaborative Teams Sessions
- Mentor Teacher Programs
- Coaching Cycles
- Afterschool Tutoring Programs

- On going professional development during CTS- district and school level delivered by admin and coaches
- Angels Tutoring
- AVID

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Various data points and input from stakeholders helped developed the plan

- FAST, Access/WIDA and Distirct Benchmarks data
- Discipline/Attendance/MTSS Data
- SAC/Title I Parent Surveys
- ILT monthly input

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. (ESEA 1114(b)(7)(iii)(I))

There are several programs to ensure Palm View is providing support to our students. The supports established at school are: two full time school counselors on campus, a Graduation Enhancement Technician, a full-time Behavior Specialist, Project Heart, School Enrichment Days, CHAMPS/Spark, SAFE Program, FortifyFL, PBIS, MTSS/IST, Plant a Seed, and Partnership Center Stone. The professionals associated with the services are trained to support students in need outside the academic subject areas.

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. (ESEA 1114(b)(7)(iii)(II))

Some of the programs that we offer in school are WOZ, Stem, TSA, Xello, are programs that establish trades and skills to educate students on post-secondary opportunities. Middle School: Homeroom personality matches to different job forces.

The school is working with MTC for a campus tour. Field trips are established across grade levels to educate students on post-secondary opportunities. Project Teach where community members come in and describe jobs in the workforce.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The school is an established MTSS process and procedures. The MTSS process is a tiered model to support students with interventions for classroom success. Additionally, it helps identify students with disabilities. Palm View also utilized CHAMPS/Sparks for classroom management. It is an established classroom management plan and implementation plan. Palm View utilized PBIS a positive behavior intervention support system throughout the school. In 2024-25 the school has hired a full-time behavior specialist that coordinates with students with behavior plans, interventions, and MTSS

processes and procedures. Additionally, Palm View utilizes Branching Minds as a tracking/intervention process and tool to support students and their needs in the classroom.

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. (ESEA section 11149b)(7)(iii)(V)).

Prior to the school year starting Professional Develop is offered to all SDMC employees. The first week of school there are 3 days of professional development. Palm View has facilitated Collaborative Planning, Instructional Leadership Team meetings twice a month. Faculty meetings are another avenue Palm View utilizes to train personnel.

The school as a whole utilizes Branching Minds to help obtain data on students who have needs. The district will conduct one ESE specific and ELL professional developments. New teachers have mentors, lunch the administration quarterly, and support them by attending New teacher orientation. Employee incentive, engagement, connection are developed by the administrative team through scavenger hunts, employee recognition, years in service, teacher appreciation week, and build morale and community through planned lunches and events.

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. (ESEA 1114(b)(7)(iii)(V))

We will invite Pre-Kindergarten families into the school early to explain and show them the arrival and dismissal routines. Signs are placed in the yard of incoming Kindergarteners. We have a Kindergarten Round Up. We give each student a bag of materials with flashcards and letters.

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

32% SWD: SIPPs, Lexia, In Tandem, Benchmark Advance, Heggerty

38% ELL: Analyze WIDA information, Lexia English, use of the dictionaries

These resources will be used in small group with specific identified students.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

All students will be assessed three times a year for Tier 1 progress monitoring using the FAST Data.

All students grades K-3 will be using the Universal Screeners three times a year.

All teachers will meet with the administrative team quarterly to analyze classroom data.

K-5 teachers will be using the Science of Reading through Flamingo.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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