Manatee County Public Schools

Palm View K 8 School

2022-23 Schoolwide Improvement Plan

Table of Contents

Palm View K 8 School

6025 BAYSHORE RD, Palmetto, FL 34221

http://www.edline.net/pages/sdmcpalmviewes

Demographics

Principal: Kaththea Johnson

Start Date for this Principal: 8/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2020-21: (40%) 2018-19: A (63%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm View K-8 is to provide an educational environment that enables students to develop to their fullest potential through the cooperative effort of the total school community.

Provide the school's vision statement.

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 work place.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Johnson, Kaththea	Principal	
Nguyen-Pham, Cindy	Assistant Principal	
Kane, Jessica	Assistant Principal	
Barnes, Jensina	Dean	
Gottsch, Dane	Dean	
Winget, Carolyn	Reading Coach	
Attai, Rachel	Math Coach	

Demographic Information

Principal start date
Tuesday 8/23/2022, Kaththea Johnson

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
60

Total number of students enrolled at the school
642

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	66	64	95	60	61	75	76	104	0	0	0	0	648
Attendance below 90 percent	8	9	6	16	5	3	9	7	14	0	0	0	0	77
One or more suspensions	0	0	1	5	3	7	5	10	10	0	0	0	0	41
Course failure in ELA	0	2	3	4	6	1	2	28	18	0	0	0	0	64
Course failure in Math	0	5	2	7	9	1	8	0	28	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	25	15	14	33	44	0	0	0	0	144
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	22	9	14	21	33	0	0	0	0	111
Number of students with a substantial reading deficiency	0	0	0	13	46	34	43	55	75	0	0	0	0	266

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	7	30	10	26	35	41	0	0	0	0	150

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

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

Date this data was collected or last updated
Tuesday 8/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	64	76	87	59	66	99	115	156	0	0	0	0	789
Attendance below 90 percent	29	30	45	54	31	34	40	49	92	0	0	0	0	404
One or more suspensions	0	0	1	1	0	1	4	3	6	0	0	0	0	16
Course failure in ELA	0	0	0	8	5	13	30	26	44	0	0	0	0	126
Course failure in Math	0	0	0	21	6	0	1	4	29	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	11	26	33	41	76	0	0	0	0	204
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	12	15	31	43	64	0	0	0	0	179
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	11	10	14	15	0	2	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	19	0	0	0	0	1	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	64	76	87	59	66	99	115	156	0	0	0	0	789
Attendance below 90 percent	29	30	45	54	31	34	40	49	92	0	0	0	0	404
One or more suspensions	0	0	1	1	0	1	4	3	6	0	0	0	0	16
Course failure in ELA	0	0	0	8	5	13	30	26	44	0	0	0	0	126
Course failure in Math	0	0	0	21	6	0	1	4	29	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	11	26	33	41	76	0	0	0	0	204
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	12	15	31	43	64	0	0	0	0	179
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	11	10	14	15	0	2	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	19	0	0	0	0	1	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%			28%			41%	58%	61%
ELA Learning Gains	41%			35%			67%	57%	59%
ELA Lowest 25th Percentile	35%			33%			92%	52%	54%
Math Achievement	43%			40%			54%	64%	62%
Math Learning Gains	56%			34%			70%	63%	59%
Math Lowest 25th Percentile	62%			37%			79%	55%	52%
Science Achievement	26%			28%			37%	54%	56%
Social Studies Achievement	46%			65%				83%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	51%	-6%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	42%	56%	-14%	58%	-16%
Cohort Comparison		-45%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	31%	52%	-21%	56%	-25%
Cohort Comparison		-42%				
06	2022					
	2019					
Cohort Comparison		-31%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	60%	-2%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	51%	65%	-14%	64%	-13%
Cohort Comparison		-58%				
05	2022					
	2019	53%	60%	-7%	60%	-7%
Cohort Comparison		-51%				
06	2022					
	2019					
Cohort Comparison		-53%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	48%	-13%	53%	-18%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-35%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	6	31	36	19	51	56	2	17			
ELL	18	31	30	36	55	64	12	33	64		
BLK	26	39	33	36	59	71	24	58			
HSP	23	36	34	40	53	60	18	39	70		
MUL	25			27	27						
WHT	45	56	40	56	63	52	46	52	72		
FRL	26	38	38	40	55	65	21	41	67		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	8	27	32	12	26	39	14	42			
ELL	16	26	30	33	31	40	11	48			
BLK	27	43	36	34	35	17	21	50			
HSP	23	32	35	36	34	46	24	58	60		
MUL	23	36		31	27						
WHT	42	39	29	54	34	26	33	87			
FRL	24	33	35	38	33	36	24	59	52		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	8	79		29	89	93					
ELL	28	63	82	50	72	85	24				
BLK	26	68		40	64		8				
HSP	32	63	87	51	71	82	33				
WHT	68	78		71	68		69				
FRL	36	67	90	50	70	75	29				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Overall, strength was seen in 7th/8th grade Algebra/Geometry along with 4th and 5th grade ELA and Math Proficiency. Currently, 3rd and 4th grade have the largest number of students not meeting proficiency in ELA and Math along with 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. When expanding to a Kg-8, we doubled our population and our sub groups have fallen behind. We have identified a large need for support with SWD and ELL students, primarily in our secondary grade levels in addition to 3rd grade.

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

Based off of 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.

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

Palm View has made significant staffing changes with hiring a math coach with Title 1 funds. We have a school-wide writing initiative to help students improve the writing process. We are supporting Civics and Science within the middle school reading classes.

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

It is difficult to truly evaluate areas of improvement with the continuous changes from an elementary school to a full K-8. However, when reviewing data from 2020-2021 and 2021-2022, areas with significant improvement were middle school acceleration and learning gains in Math. Overall learning gains and L25 gains did increase in ELA but the change was minimal. Proficiency in ELA and Math also increased but again, only slightly.

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

Contributing factors included multiple mid-year adjustments focused around managing behavior and expectations for secondary grades, increasing supplements and support for Algebra/Geometry, along with small group support at the elementary level. We hired a math specialist in January to work alongside the Algebra/Geometry classrooms along with the 6-8 math blocks to increase small group instruction. We added ALEKS and Acaletics in our Algebra blocks along with an additional period for small group support and reteaching. For 3rd-5th ELA, we increased support in the core 90-minute block for small group, targeted instruction.

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

The 6th-8th grade math classes were aligned and have the same teacher twice a day. If a student has intensive math and regular math they have the same teacher so that true tracking and progress can be tracked. We put Algebra 1 students that scored a low level 3 in an additional math block with the same teacher. We are monitoring and using different programs to expose the deficiencies and fill the gaps. We have a full time Reading and Math coach that are supporting our ELA and math teachers during class time

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

The last year as an elementary school, we dove into the Learning Focused framework and targeted all our professional learning around the implementation of high impact instructional strategies. As we grew into a full K-8 and doubled in size for staff and students, the need for continued PD in this area has grown. As a result, we are focusing all PD and TLCS around the Learning Focused Framework and instructional practices, the use of data to drive instruction and small groups, along with support with the new BEST standards, core and supplemental programs, along with behavioral supports such as CHAMPS and Life Skills.

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

To build capacity that is sustained, we are providing many of our PDs with a core leadership team who in turn then participates in this learning with their teams. We used Title I funds to hire both a reading and math coach to support all teaches from Kg to 8th grade. We designed a TLC schedule to focus on multiple learning levels of each area identified to ensure we are not just surface hitting but job embedding and continuing to build.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Using 21-22 FSA data, we have identified multiple grade levels coming in significantly below proficiency: 4th: 19% ELA; 29% Math 7th: 30% ELA; 30% Math 8th: 27% ELA; 35% Math 5th: 29% Science; 8th: 25% Science Civics: 46% Our subgroup data also shows that many of our groups have now fallen below the 41% requirement (in 18-19, all our groups were above 41%). These groups include: SWD, ELL, Hispanic, and Multiracial. All grades have now transitioned to the new B.E.S.T. standards in ELA and Math, and the majority of core and supplemental programs are new this school year. In order to deliver quality and rigorous instruction, there is a need to ensure the standards are being understood and broken down in the lesson planning process. Through collaboration and discussion of the standards, we will learn what each standard is asking and in turn be able to plan rigorous learning activities for our students. Therefore, we will improve student achievement by continuing to focus and support standards-based planning, highly effective instructional delivery in line with the Learning Focused Framework and fidelity to District instructional programs, required curriculum documents and data-driven decision making.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	(1) Grades 3-8 Student proficiency in ELA will increase to at least 50% and Math will increase to at least 60%. ...as measured by the new 2022-2023 Florida Assessment of Student Thinking in grades 3-8. (2) Grades 7-8 Student proficiency in Civics will increase to at least 75% (3) Grades 7-8 Student proficiency in MS Acceleration will increase to at least 75% ...as measured by the 2022-2023 EOCs in Civics and Algebra I.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will include: -Quarterly instructional goals (see PV K-8 Instructional Expectations and Handbook) -Observational data: Walk throughs, evaluations, lessons plans (focused around the Learning Focused Framework and the focus areas: Explicit Vocabulary Instruction, Summarizing, & Writing to Raise Achievement) -Facilitated Collaborative Planning - use of One drive and Schoology group to post plans and resources -Curriculum and Data Binder - living and built on throughout the year: Includes the new B.E.S.T. standards and curriculum materials to support; collection of quarterly BM data and action pans to support small group instruction and differentiations-sub groups -TLC calendar - Reflective of focused sessions (collaboration, use of data, Learning Focused pd, etc.)
Person responsible for monitoring outcome:	Kaththea Johnson (johnsonk@manateeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards Based Planning focused in all content areas (ELA, Math, Science, Civics, Algebra I, etc.) accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean, 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 iin ELA and Math, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	In a standards-based learning classroom student 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 high effect strategies.

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

Standards Based Planning and Rigorous Instruction:
1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a weekly calendar of collaborative planning sessions by grade level/department.
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).

Person Responsible	Kaththea Johnson (johnsonk@manateeschools.net)

Data Driven Decision Making:
1. Assign Leadership Team Members to grade levels and specific TLC scheduled sessions to support the use of Data to make instructional decisions.
2. Use of Star and FAST reports to pull progress monitoring data, break down standards and student levels, plan for targeted small group instruction focused on areas needing support. Use of Palm View Gap Eliminator action plan process following mid year Benchmark assessments pattern scored by the district.

3. Use of Palm View formative common assessments (through core resource); utilized with lesson planning and small group instruction.

Person Responsible   Kaththea Johnson (johnsonk@manateeschools.net)

Continuous monitoring of instructional delivery and feedback to teachers:
1. Establish look-for criteria broken with quarterly goals focused around instructional delivery.
2. Build a calendar with admin and coaches to consistently walk classrooms using look-fors.
3. Weekly admin and coaches meetings to review monitoring data and identify areas of strength and needed support. Minutes kept on One Drive.
4. Align TLCs and collaborative planning sessions to support targeted areas.
5. Utilize district and regional specialists to support coaches, teachers, and admin.

Person Responsible   Kaththea Johnson (johnsonk@manateeschools.net)

#2. Positive Culture and Environment specifically relating to SPARKS/PBIS	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Over the last 3 years, Palm View has transitioned from an elementary school to a full Kg-8th grade school. It is difficult to identify trends in behavior with the continuous changes however, using informal classroom observations and discipline data from the 21-22 school year, it is evident that our focus needs to be on consistency in school-wide expectations, clear classroom procedures, and an overall positive learning environment. Current practices in PBIS with a paper currency were not effective for a Kg-8 school. Therefore, we identified a need for an electronic system to support our PBIS efforts that is aligned with our school-wide expectations for behavior along with the CHAMPS framework to help with consistency. In order to maximize the learning time and cut down on disruptive behavior, there is a need to focus on these school-wide expectations through CHAMPS along with our new PBIS electronic system. We changed behavioral procedures mid-year, we implemented a tardy threshold and put some new systems in place for our lunch procedures. The 21-22 school year we had 731 tardies and 246 disruption referrals. We implemented a threshold of 15 tardies each quarter with the 16th tardy resulting in a referral, we pull a weekly report and talk to students and parents that have 5 or more to remind them of the expectations. Also with the tardies we have flipped the campus and have put the middle school in the main building which has most student classes all in one location so students are not late to class. We have also implemented behavior flowcharts for ID's, tardies and minor infractions. We have supplied all students with 2 ID's so that they are not getting consequences right away, we have developed a clothes closet for students that are out of dress code. We have involved our GET to assist with students that are out of dress code and/or having issues with getting to school on time. We have tried to have a solution for all low level behavior infractions. With these changes we hope to decrease our students with OSS and ISS. The 21-22 school year we had 207 OSS days and 396 days of ISS. We are using PBIS, CHAMPS, small groups, CICO and building relationships with all students. We are holding parent-teacher conferences to address behavior issues early on and build relationships with the parents and students. The 22-23 school YTD we have 8 days of OSS with 6 students and 12 days of ISS with 8 students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the overall level of discipline offenses by 5% as measured by the 2022-2023 school year referral and incident data compared to the 2020-2021 data.
Monitoring: Describe how this Area of Focus will be monitored for the	Monitoring will include: -Quarterly instructional goals (see PV K-8 Instructional Expectations, Handbook, CHAMPS plans) -Observational data during Advisory Period and instructional blocks: Walk throughs, evaluations, lessons plans (Schoology Group) -TLC calendar - Quarterly professional learning and debrief/planning sessions focused on CHAMPS, PBIS, and Life Skills. -Weekly admin, dean, and coaching meetings to review discipline data and look-fors and identify areas of support.

desired outcome.	-Quarterly discipline reports pulled by leadership team and reviewed; evaluate status of implementation goals and align targeted support. -MTSS-B list of student referrals and process for following up and supporting (Weekly)
Person responsible for monitoring outcome:	Jessica Kane (kanej@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Other high-yield strategies can be included, but foundations of CHAMPS provides a common "book study" and language as we review the foundations of good teaching. 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 and your peers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	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.

Action Steps to Implement

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

Action Steps/Strategies:
CHAMPS and PBIS training for all staff-July/Aug 22
Advisory Period 20 mins daily (Focused on PBIS goals, CHAMPS procedures, and Life Skills)-Aug 22:
Schoology Group-resources for Life Skills and monthly character traits. All teachers create and implement CHAMPS plan for start of school; calendar established to break down each component
Consistency for expectations and discipline: Agendas, Initial training/collaboration facilitated by admin and deans; communication with students/parents
Coaching - focus on the areas needed for support, use teacher leaders as models; establish calendar for walk throughs, feedback, and timelines (see CHAMPS look-fors)
Leadership Team: Calibration; difficult conversations; coaching
Quarterly Assemblies: Set expectations; use data for each quarter

-Aug 22-Oct 22 - Walk through classrooms/look-fors; provide feedback and support; TLC scheduled

professional learning focused on CHAMPS, PBIS, Life Skills
-Nov 22-Jan 23 - Evaluate status of implementation: CHAMPS, PBIS - Align individual support and additional training needs

Person Responsible   Jessica Kane (kanej@manateeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Using the 21-22 Kg-2nd grade Running Records, it is evident that our our students are falling below 50% proficiency/meeting expectations. Our first round of Star Literacy/Reading progress monitoring has confirmed that the majority of our students are still not meeting expectations as they entered this current year. Though Kg-2nd implemented BEST in 21-22, there is still a critical need for establishing a consistent collaborative environment where teachers, coaches, and support staff are coming together to break down the standards and align to instructional delivery. There is a also a critical need for small group, differentiated support focused on areas of reading deficiency and on grade level.

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

When reflecting on the 21-22 FSA data, it is evident there is a need to focus on standards based instruction and small group support with our 3rd and 4th grade students. The current 4th graders came in around 20% proficient in ELA using our 21-22 FSA data and out 5th graders entered around 42% proficient. Quarter 4 district benchmark data for 21-22 also showed around 75% of our current 3rd grade students entered this school year not proficient. Along with the transition to the new BEST standards, there is a critical need for establishing a consistent collaborative environment where teachers, coaches, and support staff are coming together to break down the standards and align to instructional delivery. There is a also a critical need for small group, differentiated support focused on areas of reading deficiency and on grade level.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

(1) Grades K-2 Student proficiency in ELA will increase to at least 50%.
...as measured by the new 2022-2023 Florida Assessment of Student Thinking-STAR Literacy/Reading Assessment.

Grades 3-5: Measureable Outcome(s)

(1) Grades 3-5 Student proficiency in ELA will increase to at least 50%.
...as measured by the new 2022-2023 Florida Assessment of Student Thinking in grades 3-5.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will include:
-Quarterly instructional goals (see PV K-8 Instructional Expectations and Handbook)
-Observational data: Walk throughs, evaluations, lessons plans (focused around the Learning Focused Framework and the focus areas: Small Group Instruction, Explicit Vocabulary Instruction, Summarizing, & Writing to Raise Achievement)
-Facilitated Collaborative Planning - use of One drive and Schoology group to post plans and resources
-Curriculum and Data Binder - living and built on throughout the year: Includes the new B.E.S.T. standards and curriculum materials to support; collection of quarterly BM data and action pans to support small group instruction and differentiations-sub groups
-TLC calendar - Reflective of focused sessions (collaboration, use of data, Learning Focused pd, etc.)

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Johnson, Kaththea, johnsonk@manateeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards Based Planning focused in ELA accomplished through weekly collaborative planning sessions with grade level teams and a member of the Leadership Team (Instructional Coach, Specialist, Administrator, Dean, 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, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

In a standards-based learning classroom student 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 high effect strategies.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction	Johnson, Kaththea, johnsonk@manateeschools.net
Implement the Decision-Trees from the Comprehensive Evidenced-based Reading Plan for reading intervention instruction	Johnson, Kaththea, johnsonk@manateeschools.net
Participate in and implement the HIITS "Learning to Read" coaching professional development plan	Johnson, Kaththea, johnsonk@manateeschools.net
Utilize the partnership with United Way to provide trained paraprofessional support for literacy development in first grade.	Nguyen-Pham, Cindy, nguyen-phamc@manateeschools.net
Standards Based Planning and Rigorous Instruction: 1. Assign Leadership Team Members to grade levels and specific weekly meeting times; establish a weekly calendar of collaborative planning sessions by grade level/ department. 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).	Johnson, Kaththea, johnsonk@manateeschools.net
Data Driven Decision Making: 1. Assign Leadership Team Members to grade levels and specific TLC scheduled sessions to support the use of Data to make instructional decisions. 2. Use of Star and FAST reports to pull progress monitoring data, break down standards and student levels, plan for targeted small group instruction focused on areas needing support. Use of Palm View Gap Eliminator action plan process following mid year Benchmark assessments pattern scored by the district. 3. Use of Palm View formative common assessments (through core resource); utilized with lesson planning and small group instruction.	Johnson, Kaththea, johnsonk@manateeschools.net
Continuous monitoring of instructional delivery and feedback to teachers: 1. Establish look-for criteria broken with quarterly goals focused around instructional delivery. 2. Build a calendar with admin and coaches to consistently walk classrooms using look-fors. 3. Weekly admin and coaches meetings to review monitoring data and identify areas of strength and needed support. Minutes kept on One Drive. 4. Align TLCs and collaborative planning sessions to support targeted areas. 5. Utilize district and regional specialists to support coaches, teachers, and admin.	Johnson, Kaththea, johnsonk@manateeschools.net

Positive Culture & Environment

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

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

2022-2023 #RideTogether PV K-8 Mission:
I will commit to be an active participant in our positive and productive community, building value and academic success for all learners every day.
Building Blocks of Mission include:
-CHAMPS/PBIS/Life Skills - Advisory Period 20 minutes daily, built into Master Schedule for Kg-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

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

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