

Manatee County Public Schools

Palm View K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

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Palm View K 8 School

6025 BAYSHORE RD, Palmetto, FL 34221

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

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:

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; or
4. 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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnson, Kaththea	Principal	Curriculum Responsibilities: -Evaluations (see sheet) -ELA 3rd - 8th -Collaborative Planning: 3-8 ELA -3-8 Writing
Nguyen-Pham, Cindy	Assistant Principal	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
Kane, Jessica	Assistant Principal	Curriculum Responsibilities - Evaluations (see sheet) -Intensives, Math, Civics/SS -Collaborative Planning: 6-8 Reading, 6-8 Math, 6-8 Social Studies
Winget, Carolyn	Reading Coach	K-8 ELA Extended Hour Rdg Interventions
Attai, Rachel	Math Coach	K-8 math Acaletics Intensive Math Alg/Geo
Gottsch, Dane	Dean	K-8 Discipline CHAMPS PBIS
Barnes, Jensina	Dean	K-8 Discipline CHAMPS PBIS MTSS

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. (ESSA 1114(b)(2))

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

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’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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 end of each semester.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 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 *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: D

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 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 English Language Arts (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	0	0	0	15	21	18	22	26	36	138	
Level 1 on statewide Math assessment	0	0	0	13	20	16	11	11	11	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	45	37	40	50	49	234	

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	3	8	7	30	20	21	22	20	29	160	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	16	
Students retained two or more times	0	0	0	0	0	0	0	0	0		

Prior Year (2022-23) As Initially 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 days	8	9	6	16	5	3	9	7	14	77
One or more suspensions	0	0	1	5	3	7	5	10	10	41
Course failure in ELA	0	2	3	4	6	1	2	28	18	64
Course failure in Math	0	5	2	7	9	1	8	0	28	60
Level 1 on statewide ELA assessment	0	0	0	13	25	15	14	33	44	144
Level 1 on statewide Math assessment	0	0	0	12	22	9	14	21	33	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	46	34	43	55	75	266

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	0	0	1	7	30	10	26	35	41	150

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	8	9	6	16	5	3	9	7	14	77
One or more suspensions	0	0	1	5	3	7	5	10	10	41
Course failure in ELA	0	2	3	4	6	1	2	28	18	64
Course failure in Math	0	5	2	7	9	1	8	0	28	60
Level 1 on statewide ELA assessment	0	0	0	13	25	15	14	33	44	144
Level 1 on statewide Math assessment	0	0	0	12	22	9	14	21	33	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	46	34	43	55	75	266

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	0	0	1	7	30	10	26	35	41	150

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	48	53	29	50	55	28		
ELA Learning Gains				41			35		
ELA Lowest 25th Percentile				35			33		
Math Achievement*	53	57	55	43	40	42	40		
Math Learning Gains				56			34		
Math Lowest 25th Percentile				62			37		
Science Achievement*	36	53	52	26	56	54	28		
Social Studies Achievement*	50	72	68	46	57	59	65		
Middle School Acceleration	74	70	70	73	53	51	56		
Graduation Rate		63	74		52	50			
College and Career Acceleration		53	53		76	70			
ELP Progress	42	46	55	29	66	70	40		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	15	Yes	2	2
ELL	25	Yes	2	1
AMI				
ASN				
BLK	48			
HSP	41			
MUL	52			
PAC				
WHT	54			

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%
FRL	43			

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%
SWD	26	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	43			
HSP	40	Yes	1	
MUL	26	Yes	1	1
PAC				
WHT	54			
FRL	42			

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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			53			36	50	74			42
SWD	11			27			8	23			6	22
ELL	15			36			17	22			6	42
AMI												
ASN												
BLK	38			46			39	82			5	
HSP	27			50			26	35	70		7	42
MUL	50			53							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	41			61			51	67	69		6	
FRL	31			51			30	50	74		7	38

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	29	41	35	43	56	62	26	46	73			29
SWD	6	31	36	19	51	56	2	17				14
ELL	18	31	30	36	55	64	12	33	64			29
AMI												
ASN												
BLK	26	39	33	36	59	71	24	58				
HSP	23	36	34	40	53	60	18	39	70			28
MUL	25			27	27							
PAC												
WHT	45	56	40	56	63	52	46	52	72			
FRL	26	38	38	40	55	65	21	41	67			28

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	28	35	33	40	34	37	28	65	56			40
SWD	8	27	32	12	26	39	14	42				26
ELL	16	26	30	33	31	40	11	48				40
AMI												
ASN												
BLK	27	43	36	34	35	17	21	50				
HSP	23	32	35	36	34	46	24	58	60			40
MUL	23	36		31	27							
PAC												
WHT	42	39	29	54	34	26	33	87				
FRL	24	33	35	38	33	36	24	59	52			40

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	53%	-5%	54%	-6%
07	2023 - Spring	25%	43%	-18%	47%	-22%
08	2023 - Spring	32%	45%	-13%	47%	-15%
04	2023 - Spring	31%	54%	-23%	58%	-27%
06	2023 - Spring	27%	45%	-18%	47%	-20%
03	2023 - Spring	33%	47%	-14%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	59%	-3%	54%	2%
07	2023 - Spring	59%	58%	1%	48%	11%
03	2023 - Spring	41%	62%	-21%	59%	-18%
04	2023 - Spring	33%	64%	-31%	61%	-28%
08	2023 - Spring	57%	41%	16%	55%	2%
05	2023 - Spring	70%	61%	9%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	45%	-19%	44%	-18%
05	2023 - Spring	47%	49%	-2%	51%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	58%	31%	50%	39%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	56%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	69%	-21%	66%	-18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest component is overall ELA proficiency at 33% proficient. Taking a closer look, we find individual grade levels needing additional support (% Proficient: 3rd-33%, 4th-31%, 5th-48%,6th-27%, 7th-25%, 8th-32%). The second lowest data component is overall Science proficiency (36%) however, after a closer look, the negative impact is from 8th grade proficiency scores (% Proficient: 5th gr-47%; 8th gr-26%). Contributing factors are the addition of middle school grades 6th-8th. Trends across the last three data points show a significant drop in these two components when comparing to the data in 2019 as an Elementary school only. Add in COVID and learning loss, with doubling staff, the need for professional learning and standards-based planning and instruction is critical not just at the elementary level, but at the secondary level as well.

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

No components showed a decline from the prior year. The significant changes are from elementary to K-8 (2019 to 2023).

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.

6th and 7th grade ELA Proficiency showed the greatest gap when compared to the state average (6th: 27% / 47%; 7th: 25% / 47%). Factors contributing include a lack of support with facilitated collaborative planning at the secondary level in ELA along with professional development around standards-based planning and instructional delivery. Another factor was a lack of common formative assessments implemented to be used for data driven decision making. We also had 2 new teachers out of the 3 ELA teachers in 6th-8th grade last year. The emphasis and focus will be on improving the planning process and instructional delivery along with implementing formative assessments that can be used on a bi-weekly basis.

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvement showed in the area of Math Proficiency (from 43% to 57% proficient). This is attributed to many things including a focus on standards-based planning and instruction, strategic scheduling with secondary and providing remediation and acceleration, the addition of a math coach to support teams and teachers, and supplemental programs both computer-based and teacher resource. At the secondary level, actions included scheduling critical thinking classes for bubble students in addition to supplemental programs such as ALEKS, Acaletics, Dreambox, etc.

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

We significantly decreased the number of referrals and behavior incidents from 21-22 to 22-23 so behavior is no longer a priority EWS indicator. With that said, attendance continues to be a barrier for our students with significant learning gaps. Focusing on overall attendance along with tardies/early sign outs will be our focus heading into the 23-24 school year. We have already created systems and checks/balances for monitoring this EWS.

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

1. ELA L25 Learning Gains 3rd-8th grade
2. ELA Overall Learning Gains 3rd-8th grade
3. ELA Proficiency 3rd-8th grade
4. Civics 7th & 8th grade
5. Algebra/Geometry - 7th/8th gr Acceleration

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using 22-23 FAST data, we have identified multiple grade levels coming in significantly below proficiency:

4th: 33% ELA; 41% Math

5th: 31% ELA; 33% Math

7th: 27% ELA

8th: 25% ELA

8th: 26% Science

Civics: 48%

Our subgroup data also shows that four of our groups have fallen below the 41% requirement (in 18-19, all our groups were above 41%). These groups include: SWD, ELL, Hispanic, and Multiracial.

All grades are now in their second year of the B.E.S.T. standards in ELA and Math, and the majority of core and supplemental programs are returning this school year (last year were new) with the exception of ES with Lexia Core 5. In order to deliver quality and rigorous instruction, there is a need to ensure the standards continue to be understood and broken down in the lesson planning process. Through collaboration and discussion of the standards, we will continue to understand what each standard is asking and in turn be able to plan rigorous learning activities for our students (following the Learning Focused framework from Kg to 8th grade). 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.

If Tier I instruction is aligned to the rigor of the benchmarks, scaffolded to address individualized students' needs, and designed to increase accountability for learning among all students, then ELA and Math proficiency will increase by 10% or more as measured by 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. There will also be an added focus on overall learning gains and bottom quartile learning gains, striving for at least 75% or more of our students to make a learning gain as measured from the 2023 Spring FAST to the 2024 Spring FAST. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

Monitoring:

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

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning as evident in One Drive lesson plan collaboration; (2) Regular classroom observations with feedback and coaching (focused around the Learning Focused Framework and the focus areas: Explicit Vocabulary Instruction, Summarizing, & Writing to Raise Achievement); (3) Routine use of student performance data to make instructional decisions and create action plans; (4) Multi-Tiered System of Support; and (5) regular team/department meetings, such as ILT, PLCs, and Collaborative Team/Department Sessions, to monitor progress toward school improvement.

Additional Monitoring will include:

-Quarterly instructional goals (see PV K-8 Instructional Expectations and Handbook)

-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 plans to support small group instruction and differentiations-sub groups

Person responsible for monitoring outcome:

Kaththea Johnson (johnsonk@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida’s Multi-Tiered System of Support

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 in ELA and Math, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each 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 ongoing review of student performance data.

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)

By When: Weekly: August 21, 2023 - May 24, 2024. Schedule established via Forms Survey by August 18, 2023. Roles/Responsibility for admin/coaches identified by August 29, 2023.

Define Look Fors related to high-quality instruction that are present every day, in every classroom, and for the benefit of every student. Create and use systems for monitoring Look Fors to strengthen alignment of daily instructional tasks to grade level benchmarks, ensure fidelity use of instructional resources for remedial and intervention instruction, and utilize strategies to engage all students. Resource: The Core Components of the Florida Practice Profile (FCRR).

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 PLC 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)

By When: Look Fors established in admin mtg September 12, 2023. Shared with Instructional Leadership Team on September 25, 2023.

Identify the instructional practice(s) that will increase teacher capacity and create a plan for coaching to accelerate improvement. Create systems for monitoring the focus, frequency, and types of coaching and support for improved teaching and learning.

Person Responsible: Kaththea Johnson (johnsonk@manateeschools.net)

By When: Summer planning with LLT - June 2023, August 2023 - Create action plan focused on instructional practices in the Core Components of the Practice Profile; align monthly CTS (Collaborative Team Sessions) with instructional practices. Create CTS calendar and share with teams/departments August 18, 2023. Ongoing based on classroom walks/observations and review of data/needs.

Create a calendar of yearlong meeting structures (ILT, TCT, PLC, and IST) to analyze student performance data, define key attributes of learners to address their unique needs, and evaluate available resources best matched to students' needs.

Person Responsible: Kaththea Johnson (johnsonk@manateeschools.net)

By When: August 18, 2023 - shared with all stakeholders

Implement a response to intervention framework (MTSS) to support students' academic and behavioral success.

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: Jessica Kane (kanej@manateeschools.net)

By When: August/September 2023 - Initial form/process for teachers to refer students for review and support.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When reviewing our 2022-2023 attendance data, we have a significant number of students with a large number of absences: 180 of 641 (28%) were in Tier 3 (missing 10% or more of school days) at the end of the 2022-23 school year.

Positive Behavior Supports/Discipline: It is evident that our focus continues to be on consistency in school-wide expectations, clear classroom procedures, and an overall positive learning environment. For the 222-23 school year, 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 saw significant improvements with discipline a decline in incidents. We will continue to focus on PBIS and CHAMPS in the 23-24 school year.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. 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 2023-2024 school year as compared to the prior 22-23 school year.

Decrease the overall level of discipline offenses by 5% as measured by the 2023-2024 school year referral and incident data compared to the 2022-2023 data.

*Include a focus on the Federal Index subgroups identified as falling below 41% to increase instructional time and decrease amount of time spent outside of the room due to referral incidents.

Monitoring:

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

Attendance Monitoring: Title I funded GET 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: Post card, phone call, home visit, check in/out at front desk upon arrival/leave, GET/Admin/Parent conferences. Spreadsheet of communication will be kept on the One Drive to be shared in weekly mtgs.

PBIS/CHAMPS 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 with a focus on Federal Index subgroups falling below 41%.
- Weekly admin, dean, and coaching meetings to review discipline data and look-fors and identify areas of

support with a focus on Federal Index subgroups falling below 41%.

-Quarterly discipline reports pulled by leadership team and reviewed; evaluate status of implementation goals and align targeted support; additional focus on Federal Index subgroups falling below 41%.

-MTSS-B list of student referrals and process for following up and supporting (Weekly)

Person responsible for monitoring outcome:

Monica Mardones (mardonesm@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida's Multi-Tiered System of Support

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 Intervention:

Explain the rationale for selecting this specific strategy.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

GET-

Admin Weekly Mtgs-report out; data review

MTSS-Weekly review of data

Person Responsible: Jensina Barnes (barnes2j@manateeschools.net)

By When: Schedule established for monitoring data and communicating with students/families: August 2023 MTSS meetings: Weekly on Tuesdays (Aug 2023-May2024) Weekly Admin mtgs: Weekly on Mondays (Aug 2023-May2024)

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

Person Responsible: Jensina Barnes (barnes2j@manateeschools.net)

By When: -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; with a focus on Federal Index subgroups falling below 41%.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our subgroup data shows that four of our groups have fallen below the 41% requirement. These groups include: SWD, ELL, Hispanic, and Multiracial.

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. In addition to this focused instructional practice, focusing on our Students With Disabilities, we will implement a Support/Facilitation model, with our ESE Resource teachers pushing into classrooms.

Measurable Outcome:

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

By increasing this level of support, ensuring accommodations and scaffolding are in place for students, and increasing accountability and engagement, then ELA and Math proficiency for our Students With Disabilities should increase at least 10% or more as measured by the 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

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)
- Additional focus areas: Scaffolding and Differentiation
- Facilitated Collaborative Planning - use of One drive and Schoology group to post plans and resources; include ESE Resource Personnel
- 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 plans to support small group instruction and differentiations-sub groups
- TLC calendar - Reflective of focused sessions (collaboration, use of data, Learning Focused pd, and Support/Facilitation resources and schedules.)

Person responsible for monitoring outcome:

Jessica Kane (kanej@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida's Multi-Tiered System of Support

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 in ELA and Math, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 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).
7. Establish Support/Facilitation schedules using Resource Personnel.

Person Responsible: Jessica Kane (kanej@manateeschools.net)

By When: August 2023 - May 2024

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: Jessica Kane (kanej@manateeschools.net)

By When: August 2023-May 2024

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our subgroup data shows that four of our groups have fallen below the 41% requirement. These groups include: SWD, ELL, Hispanic, and Multiracial.

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. In addition to this focused instructional practice, focusing on our English Language Learners, we will implement a Support/Facilitation model, with our ESOL Resource Teacher and Support Staff pushing into classrooms.

Measurable Outcome:

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

By increasing this level of support, ensuring accommodations and scaffolding are in place for students, and increasing accountability and engagement, then ELA and Math proficiency for our English Language Learners should increase at least 10% or more as measured by the 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

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)
- Additional focus areas: Scaffolding and Differentiation; Knowledge and implementation of the Can-Do indicators using WIDA data
- Facilitated Collaborative Planning - use of One drive and Schoology group to post plans and resources; include ESOL Resource Personnel
- 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 plans to support small group instruction and differentiations-sub groups
- TLC calendar - Reflective of focused sessions (collaboration, use of data, Learning Focused pd, and Support/Facilitation ESOL resources and schedules.)

Person responsible for monitoring outcome:

Cindy Nguyen-Pham (nguyen-phamc@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida's Multi-Tiered System of Support

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 in ELA and Math, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 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).
7. Establish Support/Facilitation schedules using Resource Personnel.
8. Use of and monitoring of the resource Elevation with all ELLs scoring less than overall proficiency 2.9 as measured by the WIDA.

Person Responsible: Cindy Nguyen-Pham (nguyen-phamc@manateeschools.net)

By When: August 2023-May 2024

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: Cindy Nguyen-Pham (nguyen-phamc@manateeschools.net)

By When: August 2023-May 2024

#5. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our subgroup data shows that four of our groups have fallen below the 41% requirement. These groups include: SWD, ELL, Hispanic, and Multiracial.

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. In addition to this focused instructional practice, focusing on our Hispanic students, we will implement a Support/Facilitation model, with our ESOL Resource Teacher and Support Staff pushing into classrooms.

Measurable Outcome:

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

By increasing this level of support, ensuring accommodations and scaffolding are in place for students, and increasing accountability and engagement, then ELA and Math proficiency for our Hispanic students should increase at least 10% or more as measured by the 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

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)
- Additional focus areas: Scaffolding and Differentiation
- Facilitated Collaborative Planning - use of One drive and Schoology group to post plans and resources; include ESE Resource Personnel
- 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 plans to support small group instruction and differentiations-sub groups
- TLC calendar - Reflective of focused sessions (collaboration, use of data, Learning Focused pd, and Support/Facilitation resources and schedules.)

Person responsible for monitoring outcome:

Cindy Nguyen-Pham (nguyen-phamc@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida's Multi-Tiered System of Support

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 in ELA and Math, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 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).
7. Establish Support/Facilitation schedules using Resource Personnel.

Person Responsible: Cindy Nguyen-Pham (nguyen-phamc@manateeschools.net)

By When: August 2023-May 2024

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: Cindy Nguyen-Pham (nguyen-phamc@manateeschools.net)

By When: August 2023-May 2024

#6. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our subgroup data shows that four of our groups have fallen below the 41% requirement. These groups include: SWD, ELL, Hispanic, and Multiracial.

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. In addition to this focused instructional practice, focusing on our Multi-Racial students, we will implement a Support/Facilitation model, with our Resource teachers pushing into classrooms.

Measurable Outcome:

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

By increasing this level of support, ensuring accommodations and scaffolding are in place for students, and increasing accountability and engagement, then ELA and Math proficiency for our Multi-Racial students should increase at least 10% or more as measured by the 2024 Spring FAST. This expected growth is applied to all students at each grade level and for each ESSA subgroup to meet or exceed 41% proficient. The aim is to effectively scaffold students' mastery of benchmarks while closing achievement gaps for non-proficient students.

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)
- Additional focus areas: Scaffolding and Differentiation
- Facilitated Collaborative Planning - use of One drive and Schoology group to post plans and resources; include Resource Personnel
- 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 plans to support small group instruction and differentiations-sub groups
- TLC calendar - Reflective of focused sessions (collaboration, use of data, Learning Focused pd, and Support/Facilitation resources and schedules.)

Person responsible for monitoring outcome:

Kaththea Johnson (johnsonk@manateeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Florida's Multi-Tiered System of Support

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 in ELA and Math, ESE and ESOL students, and writing across ALL content areas including Science, Social Studies, and Elective areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

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 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)

By When: August 2023-May 2024

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)

By When: August 2023-May 2024

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Students in grades K-2 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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

Students in grades 3-5 will receive direct and explicit instruction on the ELA B.E.S.T standards. Additional opportunities for targeted small group instruction and tiered interventions will be provided based on progress monitoring data. Teachers will integrate writing across all content areas to strengthen early literacy development and to ensure students' abilities to fully express ideas through reasoning, citing evidence, and problem solving.

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 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 Measurable Outcomes

As measured by 2024 ELA Spring FAST, 50% or more of students in grades K-5 will earn a level 3 or higher. (K-2 FAST STAR Literacy/Reading; 3-5 FAST ELA)

2022-2023 STAR Data Results: % scoring below the 40th percentile:

Kg-25%

1-40%

2-46%

Grades 3-5 Measurable Outcomes

As measured by 2024 ELA Spring FAST, 50% or more of students in grades K-5 will earn a level 3 or higher. (K-2 FAST STAR Literacy/Reading; 3-5 FAST ELA)

2022-2023 FAST ELA Data Results: % scoring below level 3:

3-67%

4-68%

5-52%

Monitoring

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 impact student achievement outcomes.

Systems for monitoring high-quality instruction include (1) Facilitated, collaborative planning; (2) Regular classroom observations with feedback and coaching; (3) Routine use of student performance data to make instructional decisions; (4) Multi-Tiered System of Support; and (5) regular team meetings, such as ILT, PLCs, and TCTs, to monitor progress toward school improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nguyen-Pham, Cindy, nguyen-phamc@manateeschools.net

Evidence-based Practices/Programs

Description:

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. §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?

Facilitated, collaborative planning to increase teacher expertise of remedial and intervention instruction for small groups and opportunities for problem-solving, discussion of high-effect practices, and ongoing review of student performance data. Teachers will use Decision-Tree instructional materials, including Benchmark Advance, Lexia CORE, guided reading, SRA, and/or SIPPs, to ensure explicit and rigorous instruction for intervention.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The purpose of planning, implementing, and monitoring responsive instruction is to ensure the progression of student learning and increase grade-level literacy proficiency. Effectively delivered core, remedial, and intervention instruction will move students along the trajectory toward proficiency. The Comprehensive Evidenced-based Reading Plan, Decision-Trees, and Literacy Leadership Teams will provide guidance on literacy intervention instruction.

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
All action steps for Benchmark-aligned Instruction also apply to the RAISE Area of Focus, specifically strengthening systems to monitor Tier 1 instruction and building teacher capacity through coaching for accelerated improvement.	Nguyen-Pham, Cindy, nguyen-phamc@manateeschools.net
School teams will participate in and implement the professional development provided by the State Regional Literacy Directors to improve early literacy instruction. The instructional coach will participate in monthly coaches' academy aligned to the BSI Coaching for Accelerated Improvement.	Nguyen-Pham, Cindy, nguyen-phamc@manateeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

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

Also see PFEP

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

2023-2024 #IMPACT PV K-8 Mission: We are committed to being one professional learning community, including all stakeholders and heart, to make a positive impact on all learners every day

Building Blocks of Mission include:

-Ongoing professional learning and collaboration focused on data along with the Core Components of

the Florida Practice Profile.

- 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
- United Way

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 III of the SIP. (ESSA 1114(b)(7)ii)

- Fidelity to all core curriculum programs- uninterrupted 90 min ELA block
- Fidelity to Extended Hour/Accelerated curriculum
- Push in small group supports in ELA and Extended hour blocks
- Learning Focused standard-based collaborative planning
- CTS- Collaborative Teams Sessions
- Mentor Teacher Programs
- Coaching Cycles
- Afterschool Tutoring Programs
- On going professional development- district and school level delivered by admin and coaches

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). (ESSA 1114(b)(5))

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 input