



## Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

86%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

39%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

C

B

A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

"Peace River is a collaboration of teachers, staff, and families working together to ensure success for every child, every day, whatever it takes."

##### Provide the school's vision statement

Student Success! for Every Child, Every Day, Whatever it Takes

#### School Environment

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

Peace River Elementary School (PRES) is a Franklin Covey, Leader in Me (LIM) School based in the 7 Habits of Happy Kids. This program is embedded in our school culture and is the foundation for building relationships in our school. Students take on leadership roles that reflect their strengths and talents, across the school and in the classroom. PRES uses the Positive Behavior Support (PBS) System to establish and maintain school-wide expectations for behavior. Classroom meetings are held to initially establish classroom expectations and rules as well as both positive and negative consequences for behavior. The meetings become conversations in which positive classroom culture and relationships are maintained.

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

- ~ Social Skills Groups run by Guidance Counselor, School Resource Officer (SRO) and School Social Worker (SSW).
- ~ 7 Habits of Happy Kids Curriculum
- ~ PAWSITIVE Panther Expectations (PBIS)
- ~ Classroom Meetings- focus on relationship building and reinforcing classroom/school-wide PBIS expectations and positive school culture.
- ~ Student Led Conferences- foster student ownership of learning and achievement data.
- ~Red Ribbon Week (Guidance & SRO) and Bully Prevention Month (Guidance, SRO, Assistant Principal)
- ~Stranger Danger training (SRO)

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

School-Wide PBS Expectations are posted in every classroom, in the hallways and in common areas like the media center, art room, music room, cafeteria, etc. Students begin the day on "Green" and clip up to "Purple" for outstanding behavior & leadership, or down to "orange, yellow, red or blue" depending on behavioral choices. Students can earn "Pawsitive Referrals" for making good choices, behaving consistently with the PBS expectations, or showing leadership through one of the 7 Habits of Happy Kids. School-wide discipline flow chart explains the various steps taken to move students through the process of owning their own behavior and accepting the resulting consequences. PBS



Tracking Forms build in consistency and equity as well as providing data used to develop behavior plans as needed. Classroom meetings focus on relationship building and role playing situations in which students make choices, to encourage them to make them consistent with our PBIS expectations. The guidance counselor and SRO often serve as supports to students to "check-in" and review behavioral expectations and support kids in classrooms.

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

Counseling: SRO, Guidance, SSW and mentor teachers. Provide individual and group counseling. Core Team (Principal, Assist. Principal, Lead Teacher, ESE Liaison) also serve as mentors to students.

The guidance counselor and SRO often serve as supports to students to "check-in" and review behavioral expectations and support kids in classrooms. They both run multiple student groups to practice social skills, discuss ways to cope with parents being incarcerated, and ways to cope with issue that arise when the family's primary language is something other than English.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The Core team (Principal, Assistant Principal (AP), Guidance Counselor, ESE Liaison, SRO, Lead Teacher) meet weekly to discuss students in crisis, academic jeopardy, with attendance issues, suspensions, course failure, and/or below grade level performance on statewide assessments. The PBIS team (Principal, AP, and grade level representatives) meets monthly to discuss school-wide discipline data and ways to support positive choices. Weekly child-talk meetings occur in every grade level.

Each grade level team meets twice a month with the Core Team to review progress monitoring data using the teacher tracking tool and pupil progression plan. Students at Tier 2 and 3 are the focus of these meetings as well as grade level and classroom level trends. These meetings look closely at the effectiveness of the Core instruction. Every Tuesday, the Response to Intervention (RTI) Teacher Support Team (TST) team meets to discuss individual students identified as being in need of Tier 2 or 3 intervention plans, evaluate the effectiveness of the intervention and make modifications as needed.

The AP and School Social Worker (SSW) meet weekly to discuss students and families in need of intervention for attendance and discipline.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21	12	11	12	10	8	74
One or more suspensions	1	1	2	2	12	1	19
Course failure in ELA or Math	0	0	0	14	28	3	45
Level 1 on statewide assessment	0	0	0	22	37	27	86

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	7	27	5	39

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

iii time- 30 minutes daily in the Master Schedule to work with students in need of Tier 2 and 3 intervention as well as other students in need of enrichment.

IReady- personalized instructional paths are designed based on Beginning of Year (BOY) Diagnostic assessment.

Fast Forward- Tier 3 ESE students are using the program to increase memory, attention span, and processing speed.

RTI/Common Core Ready Made Centers provide supplemental instruction to Tier 2 students in ELA/ Math.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185926>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

Peace River Elementary goes to great lengths to welcome our parents and community partners. Our parents are invited weekly to our Family Power Hour in our Family Resource Experience Room. Parents are given the opportunity to work with some of our most talented individuals on ways to improve their children's ability in reading. We are currently partnered with a number of community members: Chick-fil-a has provided us with a monthly family night. Moe's Grill is partnered with us for a reading book club. Harbor Nissan has donated iPads for our reading centers, and our local Rotary visits our classrooms as guest readers and provides student dictionaries each year to our third graders.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Poulakis, Jody	Principal
Tannehill, Randy	Assistant Principal

## Duties

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

The Principal is the Lead Instructional Learner for the building, co-chairs the School Advisory Council (SAC), co-chairs the Partnership and Performance Committee (PPC), and spearheads the leadership initiatives of the school. She is a co-chair of the Literacy Leadership Team and provides resources and scheduling assistance to that team as needed. All of these committees function collaboratively and share decision making. The principal is responsible for the overall master schedule and calendar of school events. The principal, SAC, and PPC are responsible for the fidelity of the implementation of School Improvement Plan. As an instructional leader, she facilitates faculty learning meetings with the staff, facilitates weekly grade level team data meetings, collaborates with the Lead Teacher to provide professional development, and analyzes school wide and classroom data. She supervises grades 3-5 and the teachers in the Exceptional Student Education (ESE) team.

The Assistant Principal is an instructional leader and supervises the K-2 and Special Area teachers. He co-chairs the Support Staff Partnership and Performance Committee (SSPPC) and supports the Principal in advancing leadership initiatives. He shares responsibility with the Principal for student discipline and behavior intervention plans. The AP coordinates teacher completion and submission of tracking tools twice a month and co-chairs grade level data meetings with the Principal. He works closely with the Lead Teacher to monitor fidelity of implementation of initiatives and the effectiveness of core instruction in the classroom.

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

School Leadership identifies and aligns available resources to meet the needs of all students using the Multi Tiered System of Supports (MTSS). We have multiple systems in place to provide information to help make the best decisions to support student success. FOCUS and its School Portal provide school-wide reports including demographic data, discipline referrals, and attendance. Parents have access to their child's data and grades in FOCUS. School Portal and Performance Matters color-code students in need of intervention. Reports from these systems are generated monthly by the Principal, AP, and Core Team to share with team leaders, grade level teachers and parents at SAC. Coordination of federal, state, and local funds and services happens in SAC and PPC as they monitor implementation of the Student Success Plan (SSP) and its components. SAC and PPC meet monthly. PPC is a collaborative decision making team comprised of a representative from K-2, 3-5, ESE, and administration that meets monthly, and focuses on school improvement. In addition to the regular work on the Student Success Plan (SSP), PPC will work on our progress toward aligning our work to the District's Standards Based Instructional System (SBIS). The district has provided a timeline for alignment for each of the components.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Jody Poulakis	Principal
Rachel Nolan-Trefz	Parent
Michelle Rockymore	Parent
Nicole Griffin	Parent
Will Catalan	Parent
Tara Catalan	Parent
Tera Silvester	Parent
Brandy Latham	Teacher
Sue L'Herault	Teacher
Kelly Trullinger	Teacher
Jennifer Bumgardner	Parent
James Berman	Parent
Amparo Frias	Parent
Deidra Setzer	Parent
Jessica Sully	Parent
Kelly Colin	Parent
Moera Guerra	Parent
Sara White	Parent

## Duties

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

### *Evaluation of last year's school improvement plan*

First meeting of the 2014-15 school year (September) the School Advisory Council (SAC) reviewed 2013-14 achievement data and our school grade in relation to the goals in the 2013-14 Student Success Plan. Also reviewed the Parent Involvement Plan (PIP) and its components.

### *Development of this school improvement plan*

Discussion regarding the development of this school improvement plan will be held in the September and October meetings of SAC. Updates occur quarterly and include progress monitoring data from iReady, Reflex and classroom assessments. We will also update the PIP as needed.

### *Preparation of the school's annual budget and plan*

The school's annual budget and plan is directly tied to the School Improvement Plan. (SIP, formerly SSP)  
SAC will discuss the budget as needed. The September SAC meeting discussed funds necessary for professional development and increasing para support while decreasing class size.

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

No school improvement funds were allocated.

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

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements***Literacy Leadership Team (LLT)****Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Poulakis, Jody	Principal

**Duties****Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team (LLT) includes a member from each grade level, ESE department, and special areas (Music, Art, PE, STEM).

The LLT coordinates quarterly reading events such as the Character Parade in October and Read Across America Week in March. It coordinates the Accelerated Reader (AR) program and schedules reward parties for participation in AR. It also supports the Sunshine State Young Reader Challenge with the Lead Teacher. This year, the LLT will also create a plan to reward students for participation in iReady Reading.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

As in past years, we have a master schedule that provides common planning for every team and grade level, every day. Teachers are encouraged to plan together using resources provided by the Core Team and District. Professional Development is often provided during teacher planning times. Teams are encouraged to create lesson plans that the entire team can deliver, often observing each other and providing feedback to improve the lesson.

We meet every Wednesday in faculty learning meetings and every 2-3 weeks as team to discuss progress monitoring data and student progress toward the various grade level pupil progression plans. Teachers award each other weekly with Positive Referrals and the Wing-man Award. Both of these encourage positive relationships and foster collaboration.

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

We recruit highly qualified teachers by sharing the progress we've made in the last 2 school years. We use Search Soft to select applicants and check credentials. Interview teams often include the Principal, Assistant Principal, Lead Teacher and a teacher from the grade level the position is from. We develop and retain teachers by providing quality professional development, opportunities for professional learning communities, lesson study groups and shared decision making and leadership opportunities across the school community. We also provide peer teachers for each new teacher through the Charlotte County Public Schools New Teacher Program (CCPS NET).

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

The NET program partners new teachers with highly effective, clinical education trained, peer teachers. The peer teachers are carefully selected and must meet criteria determined by PPC. They should, if possible, teach the same grade level as the new teacher, have at least 3 years experience in that grade level and be considered highly effective on their annual evaluation. The Lead Teacher also supports new teachers through coaching, modeling best practices in the classroom, and providing feedback after observing the new teacher in the classroom. The grade level team leader also provides support as needed. The Principal mentors new teachers in 3rd through 5th grade and ESE and the Assistant Principal mentors new teachers in Kindergarten through second grade and special areas.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Peace River Elementary is provided with and aggressively uses the State approved and Charlotte County adopted K-12 ELA and Math materials. All materials are purchased and delivered by the school district for our use. Driving our instruction, aligning our assessments and assisting with unpacking the State Standards is our district provided Standards Based Instructional System. Educational classroom lesson plans are submitted weekly and reviewed for compliance to meet the required rigor of our new standards.

#### Instructional Strategies

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

The Core Team (Principal, Assistant Principal, ESE Liaison, Guidance Counselor, School Resource Officer (SRO) and Lead Teacher) meets weekly to discuss student progress. School Leaders meet twice a month with grade level teams to discuss progress monitoring data. Teachers discuss grade level trends, and fidelity of school-wide initiatives is monitored. We discuss students requiring Tier 2 and 3 interventions as well.

Differentiation:

We provide 30 minutes daily for both intensive intervention and enrichment (iii).

We provide differentiated instruction at all grade levels and enrichment classrooms at 3rd-5th, push-in and pull-out ESE classrooms K-5.

Instruction is supplemented with the Florida Common Core ELA Response to Intervention Kit and CCSS Math CC Ready Made Centers Kit in Math for Tier II intervention and FL CCSS ELA My Sidewalks Intervention Program and FL CCSS Math Diagnosis and Intervention System for Tier III Intervention.

TST meets weekly with teachers to provide intervention assistance and monitoring of students in need of intensive intervention and support.

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



**Strategy: Before School Program**

**Minutes added to school year:**

Faculty Learning Meetings and Professional Development

**Strategy Rationale**

Increase teacher effectiveness in high-yield instructional strategies for all students

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Poulakis, Jody, jody.poulakis@yourcharlotteschools.net

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

Classroom walkthrough data is evaluated by Core team members monthly. Principal communicates weekly through the Monday Morning Memo (MMM). Specific classroom walkthrough "look-fors" are listed weekly, walkthroughs are conducted and specific feedback is provided in the following MMM.

**Strategy: After School Program**

**Minutes added to school year:**

Students in the PEAPS program work in the computer lab to complete iReady lessons in their instructional path.

**Strategy Rationale**

Increase time spent on standards based instructional path

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Tannehill, Randy, randy.tannehill@yourcharlotteschools.net

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

Student profile reports, lessons completed, etc

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

PRES hosts Kindergarten Round-Up in the spring. Families sign-up for school tours led by kindergarten students. They spend time in Kinder classrooms and participate in short reading

activities. Students in our PreK class visit Kindergarten rooms and have time to see "what it's like" to be a kindergartner.

Our 5th grade students have the opportunity to visit Port Charlotte Middle School. They visit classrooms, have a chance to ask questions and hear from the school leadership team.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** The PRES faculty will engage in data mining and analysis in modifying instruction to improve student achievement.
- G2.** By the end of the 2014-15 school-year, PRES will increase the percentage of students proficient in ELA and Math as determined by i-Ready Diagnostic Assessment, Standard View, from Window 1 to Window 3: Kinder ELA from 29% to 35%, Math from 23% to 29%; 1st ELA from 18% to 23%, Math from 9% to 12%; 2nd ELA from 19% to 24%, Math from 14% to 17%, 3rd ELA from 38% to 43%, Math from 11% to 15%; 4th ELA from 19% to 24%, Math from 27% to 30%; 5th ELA from 21% to 25%, Math from 11% to 15%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** The PRES faculty will engage in data mining and analysis in modifying instruction to improve student achievement. 1a

 G054853

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	

**Resources Available to Support the Goal** 2

- Pupil Progression Plans for grades K-5
- Teacher Tracking Tools for grades K-5
- iReady Data
- Ongoing Progress Monitoring data from classroom assessments
- Professional Development in conducting formative assessments & gathering OPM data

**Targeted Barriers to Achieving the Goal** 3

- lack of pupil progression plans K-5

**Plan to Monitor Progress Toward G1.** 8

We will collect tracking tools at each data mining meeting. Teachers will also keep copies to build their data notebooks.

**Person Responsible**

Jody Poulakis

**Schedule**

***Evidence of Completion***

Tracking tools in data notebooks

**G2.** By the end of the 2014-15 school-year, PRES will increase the percentage of students proficient in ELA and Math as determined by i-Ready Diagnostic Assessment, Standard View, from Window 1 to Window 3: Kinder ELA from 29% to 35%, Math from 23% to 29%; 1st ELA from 18% to 23%, Math from 9% to 12%; 2nd ELA from 19% to 24%, Math from 14% to 17%, 3rd ELA from 38% to 43%, Math from 11% to 15%; 4th ELA from 19% to 24%, Math from 27% to 30%; 5th ELA from 21% to 25%, Math from 11% to 15%. 1a

 G054848

### Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	
FSA - Mathematics - Proficiency Rate	

### Resources Available to Support the Goal 2

- iReady
- Data Notebooks with Standards, Test Item Specs, Webb's DOK, and Thinking Maps
- College and Career Readiness Assessments from Pearson
- CPALMS
- Pearson Reading Street
- Envision Math
- Florida Ready LAFS
- Florida Ready MAFS

### Targeted Barriers to Achieving the Goal 3

- Teacher preparedness to unpack FI Standards

### Plan to Monitor Progress Toward G2. 8

iReady reports

#### Person Responsible

Randy Tannehill

#### Schedule

Monthly, from 1/1/2015 to 6/1/2015

#### Evidence of Completion

Classroom and grade level reports from iReady

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** The PRES faculty will engage in data mining and analysis in modifying instruction to improve student achievement. **1**

 **G054853**

**G1.B2** lack of pupil progression plans K-5 **2**

 **B138186**

**G1.B2.S1** Create pupil progression plans for students in Kindergarten through Fifth **4**

 **S150171**

### Strategy Rationale

Setting end of year performance targets allows teachers, students, parents and leadership to Begin with the End in Mind as well as monitor progress closely.

### Action Step 1 **5**

Create pupil progression plans at each grade level

#### Person Responsible

Randy Tannehill

#### Schedule

Daily, from 8/1/2014 to 8/11/2014

#### Evidence of Completion

Pupil progression plans

## Action Step 2 5

Create teacher tracking tool for grades K-5

### **Person Responsible**

Randy Tannehill

### **Schedule**

Daily, from 8/1/2014 to 8/11/2014

### ***Evidence of Completion***

Tracking Tools

## Action Step 3 5

Schedule meetings with school leaders and teachers

### **Person Responsible**

Randy Tannehill

### **Schedule**

On 8/18/2014

### ***Evidence of Completion***

PRES Outlook Calendar

## Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor meetings with teachers and provide minutes as needed

### **Person Responsible**

Jody Poulakis

### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

### ***Evidence of Completion***

Monthly meeting minutes, and PRES Calendar, tracking tools and progression plans

## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student achievement

### Person Responsible

Jody Poulakis


### Schedule

Monthly, from 8/22/2014 to 6/5/2015

### Evidence of Completion

iReady reports at MOY and EOY

**G1.B2.S3** Conduct meetings every 2-3 weeks in which teachers and school leaders discuss classroom and grade level trends as well as discuss individual student progress. 4

 S150173

### Strategy Rationale

Meeting every 2-3 weeks to discuss progress monitoring data and school trends will increase teacher effectiveness and student achievement.

## Action Step 1 5

### Person Responsible

### Schedule

### Evidence of Completion

## Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

meetings every 3 weeks with teachers and school leaders

### Person Responsible

Jody Poulakis

### Schedule

Weekly, from 8/18/2014 to 6/5/2015


### Evidence of Completion

Teacher tracking tools

**G2.** By the end of the 2014-15 school-year, PRES will increase the percentage of students proficient in ELA and Math as determined by i-Ready Diagnostic Assessment, Standard View, from Window 1 to Window 3: Kinder ELA from 29% to 35%, Math from 23% to 29%; 1st ELA from 18% to 23%, Math from 9% to 12%; 2nd ELA from 19% to 24%, Math from 14% to 17%, 3rd ELA from 38% to 43%, Math from 11% to 15%; 4th ELA from 19% to 24%, Math from 27% to 30%; 5th ELA from 21% to 25%, Math from 11% to 15%. **1**

 G054848

**G2.B3** Teacher preparedness to unpack FI Standards **2**

 B138183

**G2.B3.S1** Provide Professional Development and support to teachers so they can unpack the standards and address the level of cognitive demand involved **4**

 S150167

### Strategy Rationale

Increasing teacher effectiveness is a high yield strategy with a large impact size

### Action Step 1 **5**

Provide PD to teachers in unpacking the standards

#### Person Responsible

Jody Poulakis

#### Schedule

Monthly, from 9/2/2014 to 6/1/2015

#### Evidence of Completion

Agendas and sign-in sheets, PDF of unpacked standards

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Monitor meetings and PD

#### Person Responsible

Jody Poulakis

#### Schedule

Monthly, from 8/22/2014 to 6/5/2015

#### Evidence of Completion

Agendas, sign-ins, unpacked standards

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Monitor the use of unpacked standards for lesson planning and resulting "I Can" statements

**Person Responsible**

Jody Poulakis


**Schedule**

Biweekly, from 8/22/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, standards on common boards, "I Can" statements on common boards and in lesson plans

**G2.B3.S2** Work with teachers to write "I Can" statements that reflect the cognitive demand and content vocabulary required by the new standards 4

 S150169

**Strategy Rationale**

"I Can" statements guide the lesson and student work required to achieve mastery of the standard

**Action Step 1** 5

Provide PD to teachers that teaches them to write "I Can" statements for the standards

**Person Responsible**

Jody Poulakis

**Schedule**


Monthly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Agendas and sign in sheets, written "I Can " statements



**G2.B3.S3** Conduct classroom walk-throughs to look for implementation of statements and unpacked standards and provide specific feedback **4**

 S150170

### Strategy Rationale

Inspecting what you inspect increases the likelihood it will be done

### Action Step 1 **5**

Conduct classroom walk throughs

#### Person Responsible

Jody Poulakis

#### Schedule

Weekly, from 9/1/2014 to 6/1/2015

#### Evidence of Completion

walkthrough data from PD 360

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Provide PD to teachers in unpacking the standards	Poulakis, Jody	9/2/2014	Agendas and sign-in sheets, PDF of unpacked standards	6/1/2015 monthly
G2.B3.S2.A1	Provide PD to teachers that teaches them to write "I Can" statements for the standards	Poulakis, Jody	9/1/2014	Agendas and sign in sheets, written "I Can " statements	6/1/2015 monthly
G2.B3.S3.A1	Conduct classroom walk throughs	Poulakis, Jody	9/1/2014	walkthrough data from PD 360	6/1/2015 weekly
G1.B2.S1.A1	Create pupil progression plans at each grade level	Tannehill, Randy	8/1/2014	Pupil progression plans	8/11/2014 daily
G1.B2.S3.A1	[no content entered]			one-time	
G1.B2.S1.A2	Create teacher tracking tool for grades K-5	Tannehill, Randy	8/1/2014	Tracking Tools	8/11/2014 daily
G1.B2.S1.A3	Schedule meetings with school leaders and teachers	Tannehill, Randy	8/18/2014	PRES Outlook Calendar	8/18/2014 one-time
G1.MA1	We will collect tracking tools at each data mining meeting. Teachers will also keep copies to build their data notebooks.	Poulakis, Jody	8/22/2014	Tracking tools in data notebooks	biweekly
G1.B2.S1.MA1	Student achievement	Poulakis, Jody	8/22/2014	iReady reports at MOY and EOY	6/5/2015 monthly
G1.B2.S1.MA1	Monitor meetings with teachers and provide minutes as needed	Poulakis, Jody	8/18/2014	Monthly meeting minutes, and PRES Calendar, tracking tools and progression plans	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1	meetings every 3 weeks with teachers and school leaders	Poulakis, Jody	8/18/2014	Teacher tracking tools	6/5/2015 weekly
G2.MA1	iReady reports	Tannehill, Randy	1/1/2015	Classroom and grade level reports from iReady	6/1/2015 monthly
G2.B3.S1.MA1	Monitor the use of unpacked standards for lesson planning and resulting "I Can" statements	Poulakis, Jody	8/22/2014	Lesson plans, standards on common boards, "I Can" statements on common boards and in lesson plans	6/5/2015 biweekly
G2.B3.S1.MA1	Monitor meetings and PD	Poulakis, Jody	8/22/2014	Agendas, sign-ins, unpacked standards	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** By the end of the 2014-15 school-year, PRES will increase the percentage of students proficient in ELA and Math as determined by i-Ready Diagnostic Assessment, Standard View, from Window 1 to Window 3: Kinder ELA from 29% to 35%, Math from 23% to 29%; 1st ELA from 18% to 23%, Math from 9% to 12%; 2nd ELA from 19% to 24%, Math from 14% to 17%, 3rd ELA from 38% to 43%, Math from 11% to 15%; 4th ELA from 19% to 24%, Math from 27% to 30%; 5th ELA from 21% to 25%, Math from 11% to 15%.

### **G2.B3** Teacher preparedness to unpack FI Standards

**G2.B3.S1** Provide Professional Development and support to teachers so they can unpack the standards and address the level of cognitive demand involved

#### **PD Opportunity 1**

Provide PD to teachers in unpacking the standards

##### **Facilitator**

Vicki Polk, Jody Poulakis

##### **Participants**

teachers K-5, ESE teachers will unpack the new access points to the alternate curriculum

##### **Schedule**

Monthly, from 9/2/2014 to 6/1/2015

**G2.B3.S2** Work with teachers to write "I Can" statements that reflect the cognitive demand and content vocabulary required by the new standards

#### **PD Opportunity 1**

Provide PD to teachers that teaches them to write "I Can" statements for the standards

##### **Facilitator**

Vicki Polk, Jody Poulakis

##### **Participants**

K-5 Teachers

##### **Schedule**

Monthly, from 9/1/2014 to 6/1/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0