

Charlotte County Public Schools

Peace River Elementary School



2015-16 School Improvement Plan

Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	87%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"Peace River Elementary's teachers, staff, and families work 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	26	20	15	13	26	15	115
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	4	7	8	19
Level 1 on statewide assessment	0	0	0	1	10	25	36

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	2	8	8	19

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

Data used for the Level 1 on Statewide Assessment was pulled from the school portal (report dated September 2014). Attendance and suspension data is from the same Early Warning Systems report in the portal.

WIN time - Up to 60 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.

ESE Push-in teachers on a 3 day rotating schedule to serve students based on formative assessments

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

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. Parents are invited to quarterly parent luncheons and student led data conferences.

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:

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:

Name	Stakeholder Group
Jody Poulakis	Principal
Rachel Nolan-Trefz	Parent
Will Catalan	Parent
Tara Catalan	Parent
Desiree Cepeda	Parent
Jody Poulakis	Principal
Ashley Sabino	Parent
Andrea Facey	Parent
Michelle Gromalski	Parent
Barbara Morris	Parent
Chelsea Lynn	Parent
Tera Sylvester	Parent
Brooke Sours	Parent
Ashley Leitz	Parent
Crystal Spittler	Parent
Jennifer Engelauf	Parent
Carolyn George	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

Second meeting of the 2015-16 school year (September) the School Advisory Council (SAC) reviewed 2014-15 achievement data and our school ranking in relation to the goals in the 2014-15 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 for the 2015-16 school year.

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:

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 Tuesday 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 3 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 Assistant Principal mentors new teachers in 3rd through 5th grade and special area teachers and the Principal mentors new teachers in Kindergarten through second grade and ESE department.

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 60 minutes daily for both intensive intervention and enrichment (WIN time).

We provide differentiated instruction at all grade levels and enrichment classrooms at 2nd-5th, and push-in ESE services to 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: 6,300

After school program 3 days per week using the Iready program in the computer lab

Strategy Rationale

Increase time spent in the instructional path for ELA and Math

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

OPM and Diagnostic MOY and EOY data

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



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.** PRES will increase percent proficient students in ELA by 10% (from 51% to 61%) using EOY view in Iready.
- G2.** PRES will increase percent of students proficient in math by 10% (from 60% to 70%) using EOY view in Iready.

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. PRES will increase percent proficient students in ELA by 10% (from 51% to 61%) using EOY view in Iready. **1a**

Targets Supported **1b**

 G070974

Indicator	Annual Target
ELA Achievement District Assessment	61.0

Resources Available to Support the Goal **2**

- IReady
- Standards Binders by Grade Level
- Curriculum Maps (ELA, Math, Science, Vocab)
- Pearson Reading Street
- Envision Math
- Florida Ready LAFS
- Florida Ready MAFS
- College and Career Ready Assessments

Targeted Barriers to Achieving the Goal **3**

- Time for core instruction and individual differentiation

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

Person Responsible

Schedule

Evidence of Completion

G2. PRES will increase percent of students proficient in math by 10% (from 60% to 70%) using EOY view in Iready. 1a

 G070975

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0

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

- Time to differentiate instruction

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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. PRES will increase percent proficient students in ELA by 10% (from 51% to 61%) using EOY view in Iready. **1**

 G070974

G1.B2 Time for core instruction and individual differentiation **2**

 B185068

G1.B2.S1 WIN time built into master schedule to increase the amount of time teachers have to differentiate instruction based on iReady Standards Mastery reports **4**

 S196507

Strategy Rationale

Allows teachers to focus on individual needs (small group) across the grade level

Action Step 1 **5**

Students will be given WIN time every day (up to 60 minutes depending on the grade level) to work on standards (skills) needed to be successful with grade level requirements.

Person Responsible

Jody Poulakis

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Iready MOY and EOY data as well as teacher created formative assessments

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

Principal and Assistant Principal will meet monthly with teachers to review the teacher tracking tools/pupil progression plans to monitor success of the WIn strategy.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 9/1/2015 to 7/1/2016

Evidence of Completion

Grade level pupil progression plans and teacher tracking tools

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

Iready MOY and EOY data reports for each grade level

Person Responsible

Jody Poulakis

Schedule

Semiannually, from 9/14/2015 to 6/1/2016


Evidence of Completion

Iready MOY and EOY reports will be used to determine progress towards the goal


G2. PRES will increase percent of students proficient in math by 10% (from 60% to 70%) using EOY view in Iready. 1

 G070975

G2.B1 Time to differentiate instruction 2

 B185071

G2.B1.S1 Provide WIN time (30-60 minutes depending on the grade level) in the Master Schedule at every grade level. 4

 S196508

Strategy Rationale

Increase time to differentiate and meet the needs of individual students across the grade level.

Action Step 1 5

Students will have up to 60 minutes of WIN time every day to work on the skills and standards they need to be successful with grade level requirements.

Person Responsible

Jody Poulakis

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

IReady MOY and EOY data reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Principal and Assistant Principal will meet monthly with teachers to review grade level data and update the plan as needed

Person Responsible

Jody Poulakis

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Grade level teacher tracking tools and pupil progression plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers to meet with Core team to discuss student performance and progress toward goal.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Teacher tracking tools, pupil progression plans, and IReady MOY and EOY reports.

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
G1.B2.S1.A1	Students will be given WIN time every day (up to 60 minutes depending on the grade level) to work on standards (skills) needed to be successful with grade level requirements.	Poulakis, Jody	8/24/2015	Iready MOY and EOY data as well as teacher created formative assessments	6/3/2016 daily
G2.B1.S1.A1	Students will have up to 60 minutes of WIN time every day to work on the skills and standards they need to be successful with grade level requirements.	Poulakis, Jody	9/1/2015	IReady MOY and EOY data reports	6/1/2016 daily
G1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Iready MOY and EOY data reports for each grade level	Poulakis, Jody	9/14/2015	Iready MOY and EOY reports will be used to determine progress towards the goal	6/1/2016 semiannually
G1.B2.S1.MA1	Principal and Assistant Principal will meet monthly with teachers to review the teacher tracking tools/pupil progression plans to monitor success of the WIn strategy.	Poulakis, Jody	9/1/2015	Grade level pupil progression plans and teacher tracking tools	7/1/2016 monthly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Teachers to meet with Core team to discuss student performance and progress toward goal.	Poulakis, Jody	9/1/2015	Teacher tracking tools, pupil progression plans, and IReady MOY and EOY reports.	6/1/2016 monthly
G2.B1.S1.MA1	Principal and Assistant Principal will meet monthly with teachers to review grade level data and update the plan as needed	Poulakis, Jody	9/1/2015	Grade level teacher tracking tools and pupil progression plans.	6/1/2016 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.

G1. PRES will increase percent proficient students in ELA by 10% (from 51% to 61%) using EOY view in Iready.

G1.B2 Time for core instruction and individual differentiation

G1.B2.S1 WIN time built into master schedule to increase the amount of time teachers have to differentiate instruction based on iReady Standards Mastery reports

PD Opportunity 1

Students will be given WIN time every day (up to 60 minutes depending on the grade level) to work on standards (skills) needed to be successful with grade level requirements.

Facilitator

J. Poulakis, C. Robjeseck, V. Polk, R. Tannehill

Participants

Grade level teachers

Schedule

Daily, from 8/24/2015 to 6/3/2016

G2. PRES will increase percent of students proficient in math by 10% (from 60% to 70%) using EOY view in Iready.

G2.B1 Time to differentiate instruction

G2.B1.S1 Provide WIN time (30-60 minutes depending on the grade level) in the Master Schedule at every grade level.

PD Opportunity 1

Students will have up to 60 minutes of WIN time every day to work on the skills and standards they need to be successful with grade level requirements.

Facilitator

J. Poulakis, R. Tannehill, V. Polk, C. Robjeseck

Participants

Grade level teachers

Schedule

Daily, from 9/1/2015 to 6/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Students will be given WIN time every day (up to 60 minutes depending on the grade level) to work on standards (skills) needed to be successful with grade level requirements.				\$20,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	150-Aides	0041 - Peace River Elementary School	Title I Part A	1.0	\$20,500.00
2	G2.B1.S1.A1	Students will have up to 60 minutes of WIN time every day to work on the skills and standards they need to be successful with grade level requirements.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0041 - Peace River Elementary School			\$0.00
Total:						\$20,500.00