Peace River Elementary School

2016-17 Schoolwide Improvement Plan

Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

http://yourcharlotteschools.net/pre

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	

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 was approved by the Charlotte County School Board on 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Peace River Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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."

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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)

c. 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.

d. 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.

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

a. 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 District End of Year Expectations. 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. Student Support Team meets as needed to monitor student learning,attendance, and promotion.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	20	15	13	26	15	0	0	0	0	0	0	0	115
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	4	7	8	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	1	10	25	0	0	0	0	0	0	0	36

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	2	8	8	0	0	0	0	0	0	0	19

c. 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. Attendance and suspension data is from the same Early Warning Systems report in the portal.

WIN time - Up to 40 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), Middle of Year (MOY), and End of Year (EOY) Diagnostic Assessments.

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

Core Leadership Team Check and Connect.

PBIS- reinforce school-wide behavior expectations and attendance.

Weekly Child Talk at every grade level. Teachers have monthly Child Talk and progress monitoring with Leadership Team.

Before/After School remediation programs using iReady, Core Clicks, and Reflex Math.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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. Parents are invited to quarterly parent luncheons and student led data conferences. We are currently partnered with a number of community members: Chick-fil-a has provided us with a monthly family night.Win Dixie hosts a Family Math 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. First Baptist Church of Port Charlotte, Fawcett Hospital, Millennium Physicians Group, Harry Chapin Food Bank, Sunrise Kiwanis Club, and The United Way all support our students through the back to school carnival at which students receive assistance with free uniforms, sneakers, school supplies, physicals and groceries.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Poulakis, Jody	Principal
Moseching, Megan	Assistant Principal
Polk, Vicki	Instructional Coach
Toure, Molly	School Counselor
Sinclair, Kristin	Teacher, ESE

b. Duties

1. 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. She co-chairs the Support Staff Partnership and Performance Committee (SSPPC) and supports the Principal in advancing leadership initiatives. She 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. She works closely with the Lead Teacher to monitor fidelity of implementation of initiatives and the effectiveness of core instruction in the classroom.

2. 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).

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jody Poulakis	Principal
Valerie Troxell	Parent
Yves Montana Jean	Parent
Jacklyn Araque	Parent
Carolyn Goerge	Parent
Kristen Tobolski	Parent
Tera Sylvester	Parent
Shellie Phillips	Education Support Employee
Jean Sifrit-Reed	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Second meeting of the 2016-17 school year (September) the School Advisory Council (SAC) will review 2015-16 achievement data and our school ranking in relation to the goals in the 2015-16 Student Success Plan. Will also reviewed the Parent Involvement Plan (PIP) and its components.

b. 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, District Writing and Science as well as classroom assessments. We will also update the PIP as needed.

c. 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.

2. 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 2016-17 school year.

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

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Poulakis, Jody	Principal
Polk, Vicki	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 January 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 lead professional development for the faculty in monthly faculty learning meetings. Academic focus of the LLT this school-year is vocabulary development and improving independent reading of all learners.

D. 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).

1. 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 including grade level Florida Standards, Curriculum Maps, Pacing Guides, and Test Item Specifications from FL DOE. 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 provide multiple opportunities for teachers to meet in "vertical slices" to encourage communication and planning for the learning progressions K-5. Hedgehog Groups are teams of teachers that choose particular areas of professional development upon which to focus. They are the "specialists" in that area and work closely with the Leadership Team to align classroom instruction and assessment with Florida Standards in their particular area. They serve to inform the Leadership Team of teacher/student needs. They also work closely to ensure each group stays focused on the school's strategic plan which is aligned to that of the District. The Hedgehogs provide monthly professional development to the teachers and staff.

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. Lolly Pop Leadership, and the Wing-man Award. Both of these encourage positive relationships and foster collaboration.

2. 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 specific grade level the vacant position exists. 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).

3. 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 Kindergarten through second grade and special area teachers and the Principal mentors new teachers in Third through Fifth grade and the ESE department.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 the Florida Standards.

b. Instructional Strategies

1. 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 once 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 40 minutes daily for both intensive intervention and enrichment (WIN time).
We provide differentiated instruction at all grade levels and TAG classrooms at every grade level, 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.

The Teacher Support Team (TST? meets weekly with teachers to provide intervention assistance and monitoring of students in need of intensive intervention and support. The Student Support Team (SST) meets monthly to monitor/address attendance and behavioral needs and provide early intervention support.

2. 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.

Strategy: After School Program

Minutes added to school year: 4,800

Students identified as below grade level in reading work after school with 2 teachers using non-fiction text, quick reads, and Scholastic's Core Clicks program to improve reading skills.

Strategy Rationale

Improve overall reading fluency and comprehension to build life long readers.

Strategy Purpose(s)

- Core Academic Instruction

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

iReady MOY, EOY scores as well as EOY DRA scores.

Strategy: After School Program
Minutes added to school year: 6,300

After school program 3-4 days per week using the IReady program in the computer lab as well as Reflex Math.

Strategy Rationale

Increase time spent in the instructional path for ELA and Math and improve math and reading fluency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Moseching, Megan, megan.moesching@yourcharltoteschools.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: Before 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
Moseching, Megan, megan.moesching@yourcharltoteschools.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

2. Student Transition and Readiness

a. 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).

1. 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, Murdock Middle, and Punta Gorda Middle schools. They visit classrooms, have a chance to ask questions and hear from the school leadership team.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. PRES will increase percent proficient in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. PRES will increase percent proficient in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%.

1a

🔑 G086231

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
FSA ELA Achievement	48.0
Math Achievement District Assessment	70.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal 3

- Lack of alignment to meet the rigor of the standards with rigorous instruction and authentic assessment.

- Time for core instruction and individual differentiation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IReady Diagnostic and Instructional Learning Path

- Standards Binders by Grade Level

- Curriculum Maps (ELA, Math, Science, SS)

- Pearson Reading Street

- Envision Math

- Florida Ready LAFS

- Florida Ready MAFS

- College and Career Ready Assessments

- Standards Mastery Assessments (iReady)

- Test Item Specs (3-5) and NGSS Science

- Fountas & Pinnell Phonics Program (K-3) Words Their Way (4-5)

- Thinking Maps

- Response to Literature

- iReady MAFS Practice and Problem Solving

Plan to Monitor Progress Toward G1. 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 in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%. 1

G086231

G1.B1 Lack of alignment to meet the rigor of the standards with rigorous instruction and authentic assessment. 2

B229053

G1.B1.S1 Provide time for Professional Development in PLC format: Curriculum Maps, Test Item Specs (FCAT 2.0 Science) 4

S241559

Strategy Rationale

Teachers will benefit from understanding the alignment through the maps and identifying the standards assessed in 5th grade but taught only at lower grades.

Action Step 1 5

Provide PLC time for teachers to become familiar with and plan using the the new district curriculum maps and FCAT 2.0 Science test specifications.

Person Responsible

Vicki Polk

Schedule

Monthly, from 7/7/2016 to 5/26/2017

Evidence of Completion

Agendas and sign-in sheets for PLC

Action Step 2 5

Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 7/6/2016 to 5/26/2017

Evidence of Completion

Hedgehog Thinking Map, agendas & sign-in sheets, products created by specific Hedgehogs (science standards maps, Data Day Plan, Thinking Map Implementation Plan, Parent Involvement Plan, PBIS EOY Survey, BPIE Inclusion Plan, etc)

Action Step 3 `5`

Add science teacher to the specials wheel rotation and monitor impact on student mastery of science standards.

Person Responsible

Jody Poulakis

Schedule

Triannually, from 7/6/2016 to 5/26/2017

Evidence of Completion

Science lesson plans, BOY, MOY, EOY District Science Assessments, 5th grade FCAT 2.0 Science

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

We will schedule monthly Hedgehog meetings to plan staff development to be delivered in weekly faculty learning meetings. Faculty learning meetings will be added to the school calendar.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 7/6/2016 to 5/26/2017

Evidence of Completion

PRE Calendar, Hedgehog Calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review of science standards map, lesson plans, vertical articulation meetings, Hedgehog PLC meetings & Faculty Learning Meetings.

Person Responsible

Megan Moseching

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Faculty learning meetings agendas/sign-in sheets, lesson plans, science standards map, and MOY/BOY science assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Core Leadership Team will monitor progress of implementation and it's direct impact on student learning.

Person Responsible

Megan Moseching

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans should reflect greater alignment, iReady Assessments (Diagnostic & Standards Mastery) should reflect alignment via increase in percent proficient, Hedgehog PLC groups should have positive impact on quality of core instruction and student learning gains/growth. Student growth/proficiency on District Science Assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Time for core instruction and individual differentiation. [2]

🔑 B229054

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. Eliminating as much transition time as possible within the master schedule. [4]

🔑 S241561

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 40 minutes depending on the grade level) to work on standards (skills) needed to be successful with grade level expectations.

Person Responsible

Megan Moseching

Schedule

Daily, from 7/6/2016 to 5/26/2017

Evidence of Completion

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

Action Step 2 [5]

Core Leadership Team will create a "Check & Connect" program in which we monitor specific groups of students for growth and support as needed.

Person Responsible

Jody Poulakis

Schedule

Weekly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Check & Connect logged into student documentation tab in Focus, Weekly Core Team meeting notes, Data Wall

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/District End of Year Expectations to monitor success of the Win strategy.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Grade level End of Year Expectations, teacher tracking tools, School Portal assessment data, PRE Calendar, Sign-in/agenda sheets.

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

Core Leadership Team to meet weekly to monitor specific student groups (specific to lowest quartile, retentions, good cause, TAG and their learning gains.

Person Responsible

Megan Moseching

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Agenda/sign in sheets, data wall, school portal data, and weekly child talk notes

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

Iready MOY and EOY data reports for each classroom, End of Year Expectations (district)

Person Responsible

Jody Poulakis

Schedule

Semiannually, from 8/1/2016 to 5/26/2017

Evidence of Completion

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

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

Monthly core team use of data wall, using school portal data, end of year expectations and teacher tracking tools.

Person Responsible

Vicki Polk

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data Wall, School Portal Data, End of Year Expectations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M322170	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA4 M322163	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M322162	Core Leadership Team will monitor progress of implementation and it's direct impact on student...	Moseching, Megan	8/1/2016	Lesson plans should reflect greater alignment, iReady Assessments (Diagnostic & Standards Mastery) should reflect alignment via increase in percent proficient, Hedgehog PLC groups should have positive impact on quality of core instruction and student learning gains/growth. Student growth/ proficiency on District Science Assessments.	5/26/2017 weekly
G1.B1.S1.MA1 M322164	We will schedule monthly Hedgehog meetings to plan staff development to be delivered in weekly...	Poulakis, Jody	7/6/2016	PRE Calendar, Hedgehog Calendar	5/26/2017 monthly
G1.B1.S1.MA3 M322165	Review of science standards map, lesson plans, vertical articulation meetings, Hedgehog PLC...	Moseching, Megan	8/1/2016	Faculty learning meetings agendas/ sign-in sheets, lesson plans, science standards map, and MOY/BOY science assessment data.	5/26/2017 monthly
G1.B1.S1.A1 A312593	Provide PLC time for teachers to become familiar with and plan using the the new district...	Polk, Vicki	7/7/2016	Agendas and sign-in sheets for PLC	5/26/2017 monthly
G1.B1.S1.A2 A312594	Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.	Poulakis, Jody	7/6/2016	Hedgehog Thinking Map, agendas & sign-in sheets, products created by specific Hedgehogs (science standards maps, Data Day Plan, Thinking Map Implementation Plan, Parent Involvement Plan, PBIS EOY Survey, BPIE Inclusion Plan, etc)	5/26/2017 monthly
G1.B1.S1.A3 A312595	Add science teacher to the specials wheel rotation and monitor impact on student mastery of science...	Poulakis, Jody	7/6/2016	Science lesson plans, BOY, MOY, EOY District Science Assessments, 5th grade FCAT 2.0 Science	5/26/2017 triannually
G1.B2.S1.MA1 M322166	Iready MOY and EOY data reports for each classroom, End of Year Expectations (district)	Poulakis, Jody	8/1/2016	Iready MOY and EOY reports will be used to determine progress towards the goal	5/26/2017 semiannually
G1.B2.S1.MA4 M322167	Monthly core team use of data wall, using school portal data, end of year expectations and teacher...	Polk, Vicki	8/1/2016	Data Wall, School Portal Data, End of Year Expectations	5/26/2017 monthly
G1.B2.S1.MA1 M322168	Principal and Assistant Principal will meet monthly with teachers to review the teacher tracking...	Poulakis, Jody	8/1/2016	Grade level End of Year Expectations, teacher tracking tools, School Portal assessment data, PRE Calendar, Sign-in/agenda sheets.	5/26/2017 monthly
G1.B2.S1.MA3 M322169	Core Leadership Team to meet weekly to monitor specific student groups (specific to lowest...	Moseching, Megan	8/1/2016	Agenda/sign in sheets, data wall, school portal data, and weekly child talk notes	5/26/2017 weekly
G1.B2.S1.A1 A312596	Students will be given WIN time every day (up to 40 minutes depending on the grade level) to work...	Moseching, Megan	7/6/2016	Iready MOY and EOY data as well as teacher created formative assessments	5/26/2017 daily
G1.B2.S1.A2 A312597	Core Leadership Team will create a "Check & Connect" program in which we monitor specific groups of...	Poulakis, Jody	8/8/2016	Check & Connect logged into student documentation tab in Focus, Weekly Core Team meeting notes, Data Wall	5/26/2017 weekly

V. 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 in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%.

G1.B1 Lack of alignment to meet the rigor of the standards with rigorous instruction and authentic assessment.

G1.B1.S1 Provide time for Professional Development in PLC format: Curriculum Maps, Test Item Specs (FCAT 2.0 Science)

PD Opportunity 1

Provide PLC time for teachers to become familiar with and plan using the the new district curriculum maps and FCAT 2.0 Science test specifications.

Facilitator

Polk, Moesching

Participants

K-5 Teachers

Schedule

Monthly, from 7/7/2016 to 5/26/2017

PD Opportunity 2

Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.

Facilitator

Participants

Schedule

Monthly, from 7/6/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide PLC time for teachers to become familiar with and plan using the the new district curriculum maps and FCAT 2.0 Science test specifications.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0041 - Peace River Elementary School	Title I, Part A		$0.00
			Notes: Subsittutes (753)			
2	G1.B1.S1.A2	Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0041 - Peace River Elementary School	Title I, Part A		$0.00
3	G1.B1.S1.A3	Add science teacher to the specials wheel rotation and monitor impact on student mastery of science standards.				$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0041 - Peace River Elementary School	Title I, Part A		$45,000.00
4	G1.B2.S1.A1	Students will be given WIN time every day (up to 40 minutes depending on the grade level) to work on standards (skills) needed to be successful with grade level expectations.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0041 - Peace River Elementary School	Title I, Part A	1.0	$0.00
5	G1.B2.S1.A2	Core Leadership Team will create a "Check & Connect" program in which we monitor specific groups of students for growth and support as needed.				$0.00
					Total:	$45,000.00