Peace River Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	48%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	D	C	C*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To be a place of learning and leadership where every person is proud to be a Panther.

Provide the school's vision statement.

PRE, in collaboration with our families and community partners, will ensure a safe, rigorous learning environment that fosters leadership and high expectations for ALL.

School Leadership Team

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

Name	Title
Keegan, Heidi	Principal
Polk, Vicki	Instructional Coach
Taylor, Erin	Instructional Coach
White, Melissa	Assistant Principal
O'Hara, Christine	Instructional Coach
Grier, Shakira	School Counselor
Smith, Stephanie	Other
Shier, Charity	Attendance/Social Work
Marazon, Rebecca	Psychologist

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 facilitates the leadership initiates 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 the School Improvement Plan. As an instructional leader, she facilitates faculty learning meetings with the staff, facilitates grade level team data meetings, collaborates with the Instructional Core Team, including the Lead Teacher and academic coaches, to provide professional development, and analyzes school wide and classroom data.

The Assistant Principal is an instructional leader. She co-chairs the Support Staff Partnership and Performance Council (SSPPC) and supports the Principal in advancing leadership initiatives. She shares responsibility with the Principal for student discipline and behavior intervention plans. The assistant principal coordinates teacher completion of the New Educator Training (NET) program, and co-hairs grade level data meetings. She works closely with the Lead Teacher and academic coaches to monitor fidelity of implementation of initiatives and the effectiveness of core instruction in the

classroom. Both the Principal and Assistant Principal monitor progress of students identified by the early warning systems and in the lowest quartile.

The instructional/academic coaches and the lead teacher work with teachers to ensure rigorous, standards-based instruction and research-based strategies are implemented with fidelity. They provide classroom based professional development through modeling and co-teaching. They prioritize coaching and mentoring with teachers and students. They assist teachers in providing intervention and skills-based strategies to improve student learning. They monitor the implementation of school and district initiatives such as the comprehensive literacy framework and Thinking Maps for fidelity. They facilitate grade level collaborative planning sessions, focused on standards-based instruction and the development of formative assessments, and provide resources and support needed during those planning times.

The school counselor facilitates the Multi Tiered System of Support (MTSS) process and the teacher support team (TST). She gathers data and assists the team in monitoring the fidelity of the intervention strategies. She provides professional development in PBiS, MTSS, and social emotional learning strategies. she delivers classroom lessons, small group lessons, and individual interventions for striving students. She shares school wide data with the other Core Team members, in order to support interventions and improve instruction and learning across the school. She also coordinates with teachers and parents to initiate and maintain 504s and LEP plans.

The Exceptional Student Education (ESE) Liaison is the instructional leader of the ESE department. She leads the IEP teams and assists teachers in providing Tier 3 services through IEPs. She coordinates the referral process, secures parent consent, and ensures that timelines are followed for testing, eligibility determination and staffing of student services.

The school social worker serves as a liaison to community services for students and families of the school. She facilitates the Threat Assessment Team meetings and is responsible for completing risk assessments. Supporting efforts to address the early warning system, the school social worker also addresses concerns and provides resources to aid families in overcoming absenteeism.

The school psychologist acts as an instructional leader in providing resources to support the tiers of the MTSS process. She guides teachers and facilitates Teacher Support Team meetings. She assists in risk assessments and serves on the Threat Assessment Team. She provides valuable knowledge of academic and behavioral intervention and supports teachers in the collection of data and observations.

Early Warning Systems

Year 2017-18

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	19	17	12	27	12	8	0	0	0	0	0	0	0	95
One or more suspensions	0	6	2	10	7	3	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	17	10	7	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	24	28	13	0	0	0	0	0	0	0	65

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	1	0	20	15	5	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	15	3	3	0	0	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	7	8	7	1	2	0	0	0	0	0	0	0	0	25

Date this data was collected

Monday 8/13/2018

Year 2016-17 - As Reported

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	17	8	17	10	9	18	0	0	0	0	0	0	0	79
One or more suspensions	5	5	6	10	8	14	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	57	5	26	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	54	25	85	0	0	0	0	0	0	0	164

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	1	6	4	18	0	0	0	0	0	0	0	30

Year 2016-17 - Updated

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	17	8	17	10	9	18	0	0	0	0	0	0	0	79
One or more suspensions	5	5	6	10	8	14	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	57	5	26	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	54	25	85	0	0	0	0	0	0	0	164

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	1	6	4	18	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Lowest 25th percentile gains was the lowest component at 33:% D (2017-2018). Yes, this is a trend up from 28% F the previous year (2016-2017).

Which data component showed the greatest decline from prior year?

None. Improved in all areas. Area of least growth was Math Lowest 25th percentile (a gain of 5%)

Which data component had the biggest gap when compared to the state average?

Math Lowest 25th percentile gains (14% gap) from state average; PRES at 33%; State at 47%

Which data component showed the most improvement? Is this a trend?

Science showed greatest improvement from 37% to 79%. This is not a trend and a unique event.

Describe the actions or changes that led to the improvement in this area.

5th grade departmentalized the small number of students. The curriculum was supplemented with Florida Science Coach materials.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	59%	56%	45%	56%	52%
ELA Learning Gains	52%	52%	55%	51%	56%	52%
ELA Lowest 25th Percentile	56%	41%	48%	45%	50%	46%
Math Achievement	56%	65%	62%	55%	64%	58%
Math Learning Gains	50%	54%	59%	62%	63%	58%
Math Lowest 25th Percentile	33%	39%	47%	48%	48%	46%
Science Achievement	79%	66%	55%	45%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (17)	17 (8)	12 (17)	27 (10)	12 (9)	8 (18)	95 (79)
One or more suspensions	0 (5)	6 (5)	2 (6)	10 (10)	7 (8)	3 (14)	28 (48)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	17 (57)	10 (5)	7 (26)	34 (88)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (54)	28 (25)	13 (85)	65 (164)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	63%	-11%	57%	-5%
	2017	53%	66%	-13%	58%	-5%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	44%	54%	-10%	56%	-12%
	2017	48%	59%	-11%	56%	-8%
Same Grade Comparison		-4%				
Cohort Comparison		-9%				
05	2018	50%	56%	-6%	55%	-5%
	2017	31%	53%	-22%	53%	-22%
Same Grade Comparison		19%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	69%	-10%	62%	-3%
	2017	51%	71%	-20%	62%	-11%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	47%	61%	-14%	62%	-15%
	2017	67%	69%	-2%	64%	3%
Same Grade Comparison		-20%				
Cohort Comparison		-4%				
05	2018	57%	62%	-5%	61%	-4%
	2017	28%	56%	-28%	57%	-29%
Same Grade Comparison		29%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	75%	63%	12%	55%	20%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	39	43	54	41	43	32	67				
ELL	44	65		56	65						
BLK	45	60		45	50						
HSP	45	58	67	45	43	25	75				
MUL	42	33		55	54						
WHT	57	50	50	62	52	35	88				
FRL	50	50	59	54	51	32	77				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	38	45	26	23	17	13				
ELL	43	53		57	64						
BLK	46	57		37	35	18	27				
HSP	41	51		44	41	30	30				
MUL	62			50							
WHT	43	38	22	48	41	29	42				
FRL	41	39	23	42	36	27	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	By the end of SY2018-2019, Peace River Elementary will increase percentage points earned in Math Lowest 25% Gains by a minimum of 12 points from 33%D to 45%C.
Rationale	This Area of Focus was identified as a critical need as 2017-2018 data put it at only 33% D, slightly up from the 28% F in the 2016-2107 school year. Significant gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.
Intended Outcome	Peace River Elementary intends to see a minimum gain of 12 points, increasing the gains to 45% C.
Point Person	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Action Step	
Description	1. PRES will receive professional development in Mathematics for teachers and support personnel -Dr. Juli Dixon "Five Instructional Shifts to Support the Mathematical Practices" (September 2018) -"Number Talks" as provided by CCPS, with support of DOL and C&Is (Fall 2018 and ongoing) -"Math Discourse" and planning by Christine Murno of Curriculum Associates & iReady (July 2018 and ongoing) -Houghton Mifflin Harcourt training for Marilyn Burns' "Do the Math" intervention program 2. PRES will be the first CCPS elementary school to purchase a Tier 3, research-based intervention program "Do the Math" and facilitate math intervention groups to include bottom 25% and students with disabilities, delivered in addition to the math block 3. PRES will provide extended learning opportunities in Math to targeted student groups -Remedial groups will receive instruction from Math Coach and/or Lead Teacher during instructional day with waiver of additional physical activity requirement, as per statute -Certified teachers will provide small group remedial instruction to students before/after school, while supervising lab usage for iReady access -PEAPs before and after school program will utilize computer labs for additional access to iReady -"Fortnite Math Camp" will provide review and preparation for FSA for one focused week during Spring Intersession (Spring 2019) 4. PRES will use Title I funds to acquire a Math Coach -Coach will model best practices in Math for all classrooms -Coach will provide resources and opportunities for lesson study/instructional rounds -Coach will provide instruction to remedial/intervention student groups -Coach will analyze school, grade level, and classroom data and prepare professional development tailored to identified areas of need -Coach will facilitate grade level Collaborative Planning sessions focused on creation of formative assessments, and "ladders" built in conjunction with Critical Concepts learning 5. PRES will purchase Reflex Math licenses to support math fact fluency 6. PRES will acknowledge effort, progress, mastery, and proficiency in programs such as iReady and Reflex Math with certificates, spirit sticks, etc. to motivate and encourage achievement

7. PRES will provide updated copies of instructional Pacing Guides, Florida Math Standards, and the New FSA Item Specs (available in September) to all instructional staff

Person Responsible Heidi Keegan (heidi.keegan@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description

Plan to monitor effectiveness includes:
-regular meetings of the Instructional Core Team (Principal, Assistant Principal, Lead Teacher, Math Coach, ELA Coach, ESE Liaison, School Counselor) and review of data from diagnostic assessments, formative assessments,and intervention progress monitoring.
-Lead Teacher and Math Coach will aid in creation and use of "Standards Ladders" and formative assessments
-School administration will review lesson plans, monitor student attendance in remedial groups, schedule the extended learning opportunities, and hire personnel to carry out the instruction
-Math Coach will submit evidence of her support efforts in regular conferences with administration

Person Responsible Christine O'Hara (christine.ohara@yourcharlotteschools.net)

Activity #2	
Title	By the end of SY2018-2019, Peace River Elementary will increase percentage points earned in ELA Lowest 25% Gains by a minimum of 6 points from 56%B to 62%A.
Rationale	This Area of Focus was identified as a critical need as 2017-2018 data put it at 56% B, up from the 33% D in the 2016-2107 school year. Additional gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.
Intended Outcome	Peace River Elementary intends to see a minimum gain of 6 points, increasing the gains to 62% A.
Point Person	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Action Step	
Description	1. PRES will receive professional development in ELA for teachers and support personnel -K-5 Literacy Workstations in the Comprehensive Literacy Framework (August 2018) -K-5 Independent Reading & Conferring in the Comprehensive Literacy Framework (September 2018) -K-5 Modeled and Interactive Reading in the Comprehensive Literacy Framework (October 2018) -K-5 Guided Reading in the Comprehensive Literacy Framework (November 2018) -K-8 iReady, Are You? (Novemeber 2018) -LAFs integration with Christine Murno, Curriculum Associates (Fall 2018) -Small Group Reading Instructional Strategies for Elementary Paraprofessionals (August 2018) -Top Score Writing Training Grade 4/5 (Fall 2018) -Invest in training for Reading Recovery Teacher 2. PRES will provide extended learning opportunities in ELA to targeted student groups -Remedial groups will receive instruction from ELA Coach and/or Lead Teacher during instructional day with waiver of additional physical activity requirement, as per statute -Certified teachers will provide small group remedial instruction to students before/after school, while supervising lab usage for iReady access -PEAPs before and after school program will utilize computer labs for additional access to iReady -"Fortnite ELA Camp" will provide review and preparation for FSA for one focused week (Spring 2019) 4. PRES will use Title I funds to acquire a ELA Coach -Coach will model best practices in ELA (Reading and Writing) for all classrooms -Coach will provide resources and opportunities for lesson study/instructional rounds -Coach will provide instruction to remedial/intervention student groups -Coach will analyze school, grade level, and classroom data and prepare professional development tailored to identified areas of need -Coach will facilitate grade level Collaborative Planning sessions focused on creation of formative assessments, and "ladders" built in conjunction with Critical Concepts learning 5. Hiring of Achievement and Family Associate to provide literacy instruction and activities to families 6. PRES will purchase Reading A-Z, RAZ-Kids, and Accelerated Reader licenses to support Reading

7. PRES will acknowledge effort, progress, mastery, and proficiency in programs such as iReady and Accelerated Reader with certificates, spirit sticks, etc. to motivate and encourage achievement

8. PRES will provide updated copies of instructional Pacing Guides, Florida ELA Standards, and the New FSA Item Specs (available in September) to all instructional staff

9. PRES will use UniSIG funds to purchase Top Score writing curriculum for grades 3-5 teachers

Person Responsible	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	Plan to monitor effectiveness includes: -regular meetings of the Instructional Core Team (Principal, Assistant Principal, Lead Teacher, Math Coach, ELA Coach, ESE Liaison, School Counselor) and review of data from diagnostic assessments, formative assessments,and intervention progress monitoring. -Lead Teacher and ELA Coach will aid in creation and use of "Standards Ladders" and formative assessments -School administration will review lesson plans, monitor student attendance in remedial groups, schedule the extended learning opportunities, and hire personnel to carry out the instruction -ELA Coach will submit evidence of her support efforts in regular conferences with administration
Person Responsible	Erin Taylor (erin.taylor@yourcharlotteschools.net)

Activity #3	
Title	By the end of SY2018-2019, Peace River Elementary will decrease the achievement gap in ELA for PRES sub group Students With Disabilities by 6% from 39% to 45% proficiency.
Rationale	This Area of Focus was identified as a critical need as 2017-2018 raw data put it at 39% , up significantly from 17% F in the 2016-2107 school year. Additional gains can be made in this area through targeted intervention and support, ultimately leading to increased student proficiency.
Intended Outcome	Peace River Elementary intends to see a minimum gain of 6 points, increasing to raw data 45%.
Point Person	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Action Step	
Description	1.In addition to the ELA professional development offered, PRES teachers and support personnel will be provided with the following professional development to ensure students remain in class for instruction: -Day 1 Crisis Prevention Intervention (CPI) Verbal Deescalation (September 2018) -Florida Inclusion Network "Trauma Informed Schools" -Restorative Justice Circles -Positive Behavior Support (PBiS) -Training in ACCESS curriculum and assessment -"Flexible Scheduling" training through FDLRS and Florida Inclusion Network 2. PRES will use Title I Funds to acquire an ESE Para II to provide both instructional and behavioral support to students with disabilities 3. PRES will provide extended learning opportunities in ELA to all Students With Disabilities (SWD) -Remedial groups will receive instruction from ELA Coach and/or Lead Teacher during instructional day with waiver of additional physical activity requirement, as per statute -Certified teachers will provide small group remedial instruction to students before/after school, while supervising lab usage for iReady access -PEAPs before and after school program will utilize computer labs for additional access to iReady -"Fortnite ELA Camp" will provide review and preparation for FSA for one focused week (Spring 2019) 4. PRES will use Title I funds to acquire an ELA Coach to work in collaboration with the ESE Liaison -Coach will model best practices in ELA (Reading and Writing) for all classrooms -Coach will provide resources and opportunities for lesson study/instructional rounds -Coach will provide instruction to remedial/intervention student groups -Coach will analyze school, grade level, and classroom data and prepare professional development tailored to identified areas of need -Coach will facilitate grade level Collaborative Planning sessions focused on creation of formative assessments, and "ladders" built in conjunction with Critical Concepts learning 5. Administration and ESE Liasion will schedule teachers and paraprofessionals during ELA and WIN times to support SWD and meet requirements of IEPs and 504s 6. PRES will acknowledge effort, progress, mastery, and proficiency in programs such as

iReady and Accelerated Reader with certificates, spirit sticks, etc. to motivate and encourage achievement of SWD

7. Administration will schedule teachers of SWD (inclusion and self-contained) for Collaborative Planning sessions with ELA Coach, Lead Teacher, and ESE Liaison

8. Administration will elicit support from Director of ESE

Person Responsible Heidi Keegan (heidi.keegan@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description

Plan to monitor effectiveness includes:
-regular meetings of the Instructional Core Team (Principal, Assistant Principal, Lead Teacher, Math Coach, ELA Coach, ESE Liaison, School Counselor) and review of data from diagnostic assessments, formative assessments,and intervention progress monitoring.
-Lead Teacher and ELA Coach will aid in creation and use of "Standards Ladders" and formative assessments
-School administration will review lesson plans, monitor student attendance in remedial groups, schedule the extended learning opportunities, and hire personnel to carry out the instruction
-ELA Coach will submit evidence of her support efforts in regular conferences with administration
-ESE Liaison will submit updates of progress of SWD in regular conferences with administration

Person Responsible Stephanie Smith (stephanie.smith2@yourcharlotteschools.net)

Activity #4	
Title	By the end of SY2018-2019, Peace River Elementary will increase retention of highly qualified instructional staff from 34% to 70%.
Rationale	The 2017-2018 school year saw a mass exodus of highly qualified instructional staff for various reasons (retirement, transfer, out of county movement, etc.). The beginning of the 2018-2019 included the hiring of 21 of 29 new classroom teachers for grades K-5, some of which are out of field. Because the number one indicator in student achievement is a highly qualified teacher, it is essential to hire and retain excellent educators. Teachers lacking experience require professional development in foundations of classroom management, student engagement, social emotional learning, standards-based lesson planning, content, and instructional best practices.
Intended Outcome	PRES intends to retain 70% of the highly qualified instructional staff hired in the 2018-2019 school year.
Point Person	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Action Step	
Description	1. Complete the screening, interview, and hiring process for all allocated positions in grades K-5 2. Acknowledge certifications earned and meet with out of field teachers to ensure certification requirements are met according to the timeline 3. Provide personnel support to new teachers -New Educator Training program for teachers new to CCPS -Assign mentor/peer teachers to NET teachers as well as teachers new to PRES -Assign ELA Coach, Math Coach, and Lead Teacher to model and coach instructional practices and provide resources 4. Administration will provide common planning, common lunch, and Collaborative Planning times in the Master Schedule to allow for collaboration, cooperation, shared lesson planning and team building opportunities 5. PRES and CCPS will provide professional development focused on: -Classroom management -Standards-based planning and instruction with Standards Ladders and Critical Concepts -Thinking Maps -Comprehensive Literacy Framework -iReady -FSA Item Specs -Curriculum content and pacing guides (Reading Street, LAFS, MAFs, Elevate Science, Top Score, etc.) -Marzano Framework with High Effect Strategies 6. Provide opportunities for Staff to provide feedback regarding school culture, safety, needs, concerns via surveys, email, anonymous letters 7. Evaluate teacher effectiveness and retain, remediate, or release instructional staff through data obtained in informal walkthroughs, formal observation, and student data measures

Person Responsible	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)

Plan to Monitor Effectiveness	
Description	Plan to monitor effectiveness includes: -regular meetings of the Instructional Core Team (Principal, Assistant Principal, Lead Teacher, Math Coach, ELA Coach, ESE Liaison, School Counselor) -regular meetings with the Whole Child Core Team to include the above as well as the School Psychologist, Social Worker, School Resource Officer, and Behavior Specialist -Collection and review of annual School Climate Survey data -Review of PRES Gap Analysis results provided by DA Conference -Review of observation/evaluation data -Review of student data measures -Completion results of NET program for new teachers -Review of certifications/endorsements -Final allocation numbers of highly qualified in 2018-2019 school year (per Human Resources Department)
Person Responsible	Vicki Polk (vicki.polk@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will build positive relationships with parents, families, and other community stakeholders through open two-way communication, as indicated in our Parent and Family Engagement Plan. The school will provide opportunities for families and community members to be part of instructional and enrichment opportunities through various programs and workshops. Stake holders will also participate in shared decision making through school wide surveys, SAC, and PTO. All stakeholders are encouraged to offer suggestions to and ask questions of the school leadership. Both collaboration and cooperation are essential in ensuring student success.

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

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.

The school guidance counselor, social worker, and school psychologist provide individual and group counseling that includes classroom guidance lessons, small groups based on identified needs such as grief, divorce/separation, social skills, coping skills, and referrals to outside agencies as needed. The Core Leadership Team (Principal, Assist. Principal, Lead Teacher, ESE Liaison, ELA and Math Coaches) also serve as mentors to students and often serve as supports to students to "check-in" and review behavioral expectations and support students in classrooms. The faculty and staff support students and ensure their needs are met through the MTSS process, IEP/504 plans, and individualized

strategies for instruction and learning. The PBIS framework provides support to students across the school day with consistent expectations, consequences and strategies for regulating one's behavior. We offer a uniform closet that supplies students with clean uniforms, socks, and shoes as needed. The Harry Chapin food pantry visits the school once a month to provide families with additional groceries as needed. Millenium Physicians and Fawcett Memorial Hospital assist students and families with physicals and other support a the back to school carnival and Open House event. First Baptist Church provides students with funding for backpacks, school supplies, and dinner at our annual back to school carnival in July. Our community partners help provide families with all the necessities for returning to school. Students are encouraged to participate in before and after school clubs such as Hope Band, Panther Chorus, Girls on the Run, Student Leadership, National Honor Society, Safety Patrols, Library Leaders, WPRE News, and Debate Club.

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 kindergarten 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.

FLKRS data is used to identify students in need of early intervetion in the beginning of the year. The Kindergarten team meets with our Headstart PK teacher to share the data for her students. This conversation gives her information for reflection on her instructional practice.

Our 5th grade students have the opportunity to visit Port Charlotte Middle, Murdock Middle, and Punta Gorda Middle schools at the close of the school year in preparation for the upcoming year. They visit classrooms, have a chance to ask questions and hear from the school leadership team.

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 EDIS School Portal provide school-wide reports includingdemographic data, discipline referrals, and attendance. Parents have access to their child's data and grades in FOCUS. School Portal indicates 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 School Improvement Plan (SIP) 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 School Improvement Plan (SIP), PPC will monitor the school improvement plan and make recommendations at midyear evaluation.

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

Peace River Elementary partners with community businesses and organizations to inform students of opportunities and resources available to them.

Part V: Budget

Total:	**$283,279.67**