

Charlotte County Public Schools

Peace River Elementary School



2019-20 Schoolwide Improvement Plan

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Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

<http://yourcharlotteschools.net/pre>

Demographics

Principal: David Cookerly

Start Date for this Principal: 7/21/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: B (54%) 2016-17: D (40%) 2015-16: C (50%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	D	C

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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. 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	Job Duties and Responsibilities
Keegan, Heidi	Principal	<p>JOB GOAL: To use leadership, supervisory, and administrative skills to promote the educational development and well-being of each student</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Supervises the school's educational program. 2. Assumes responsibility for the implementation and observance of all Board Policies and regulations by the school's staff and students. 3. Assists in the development, revisions, and evaluation of the curriculum. 4. Supervises school professional, paraprofessional, administrative, and nonprofessional personnel. 5. Assists in the recruiting, screening, hiring, training, assigning, and evaluation of school professional staff. 6. Assumes responsibility for the safety and administration of the school plant. 7. Delegates authority to appropriate personnel to assume responsibility for the school in the absence of the principal. 8. Budgets school time to provide for the efficient conduct of school instruction and business. 9. Plans and supervises fire drills and emergency preparedness programs. 10. Maintains high standards of student conduct and enforces discipline, according due process rights to the rights students. 11. Asserts leadership in times of civil disobedience in school in accordance with established School Board policy. 12. Supervises and evaluates school extracurricular program. 13. Assists in the inservice orientation and training of teachers, with special responsibility for staff administrative procedures and instructions. 14. Supervises the preparation of school reports for the district office. 15. Assumes responsibility for the attendance, conduct, and health of students. 16. Assists in the management and preparation of the school budget. 17. Supervises the maintenance of accurate records on the progress and attendance of students. 18. Acts as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life. 19. Recommends the removal of a teacher whose work is unsatisfactory, according to established procedures. 20. Conducts meetings of the staff for the proper functioning of the school. 21. Performs other duties as assigned by the Superintendent of Schools.
Polk, Vicki	Instructional Coach	<p>JOB GOAL: Student Success for All</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Provides collegial and technical support to program participants and peer coaches. 2. Serves as the official coaching liaison between school and district.

Name	Title	Job Duties and Responsibilities
		<p>3. Serves as “lead learner” to peer coaches (Professional Learning Community).</p> <p>4. Provides and coordinates professional development for all coaches.</p> <p>5. Takes responsibility for site NET and Coaching, Assisting & Supporting Teachers (CAST) programs including the review of NET portfolios with the peer coach and NET teachers.</p> <p>6. Facilitates the use of data for increased student achievement.</p> <p>7. Involved with the implementation and monitoring of the School’s Student Success Plan.</p> <p>8. Attends PPC meetings.</p> <p>9. Takes an active role in the development and implementation of the school SSP.</p> <p>10. Serves as professional development contact for school.</p> <p>11. Coordinates the needed resources for coaching and professional development.</p> <p>12. Models effective instruction.</p> <p>13. Conducts evaluations of the effects of peer coaching and CAST programs</p>

JOB GOAL:

To serve as a school-based resource for ongoing, consistent professional development, progress monitoring, and student data analysis leading to improvements in literacy instruction and achievement. Coaches work collaboratively with the Division of Learning, classroom teachers, and the school’s principal or designee to design and implement a research-based, quality program of curriculum and instruction that aligns to Florida’s adopted standards in reading and writing and meets the needs of all students. They provide non-evaluative and supportive coaching and other professional development support both in and outside of the classroom that enables teachers to think reflectively about improving student learning and to implement various instructional practices.

PERFORMANCE RESPONSIBILITIES:

1. Assists elementary teachers to align, interpret, implement, and assess the K-5 reading, writing, and language arts program, instructional materials, and other support resources.
2. Assists in establishing, evaluating, and implementing progress monitoring procedures and guidelines.
3. Provides training and support to assist elementary teachers with the implementation of direct, explicit, systematic and multisensory

Taylor,
Erin

Instructional
Coach

Name	Title	Job Duties and Responsibilities
		<p>approaches to instruction in the teaching of evidence-based reading and writing strategies.</p> <p>4. Models successful teaching practices at the classroom level, with a concentration on differentiation in reading, writing and language arts instruction to meet the educational needs of all students.</p> <p>5. Provides professional development and assists elementary teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).</p> <p>6. Provides professional development and assists elementary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students within the subgroups of Economically Disadvantaged, Students with Disabilities, English Language Learners, and major racial and ethnic groups.</p> <p>7. Provides professional development and assists elementary teachers in implementing immediate, intensive, intervention (iii) for struggling and at-risk readers.</p> <p>8. Assists elementary teachers in incorporating critical thinking, study skills, and reading skill instruction across all curricular areas.</p> <p>9. Assists elementary teachers in the utilization of the district's ELA/ Reading Curriculum Maps, Pacing Guides, The K-12 Comprehensive Reading Plan, and other district instructional practices.</p> <p>10. Works with the Division of Learning and Elementary School Principals to analyze instructional programs and materials to ensure that English Language Arts/Reading courses are aligned with state and national standards.</p> <p>11. Partners with the Psychometrician and the Curriculum and Instruction Specialist to provide assistance to teachers in analyzing district and school-wide data to make the most effective decisions for reading, writing, and language arts instruction.</p> <p>12. Attends and participates in both district and state sponsored training and professional development in literacy/reading coaching.</p> <p>13. Serves as a school-based and/or district-based committee member of the instructional materials adoption process to review and select textbooks,</p>

Name	Title	Job Duties and Responsibilities
		<p>technology, and other language arts and reading instructional materials for grades K-5.</p> <p>14. Researches, prepares materials, and identify resources for use by the district, schools, and teachers (e.g. teaching strategies, assessment of reading skills, and interpretation and use of assessment results, etc.).</p> <p>15. Researches and provides information and guidance regarding a range of effective and innovative reading practices through various activities such as: individual discussions, coaching sessions, model lessons with pre- and postdiscussion/analysis, study groups, lesson studies, instructional rounds, staff meetings, and other professional learning opportunities.</p> <p>16. Participates in collaborative meetings (department meetings, data days, professional learning communities, district learning communities) to assist in the analysis and utilization of assessment data to improve the focus of instructional planning for student achievement.</p> <p>17. Meets regularly with the principal and/or designee to review benchmarks, established data points, and student progress towards identified instructional goals.</p> <p>18. Meets regularly with other district cadre coaches and Division of Learning team members as determined.</p> <p>19. Performs other duties as the Superintendent (or designee) may find appropriate and acceptable.</p>
White, Melissa	Assistant Principal	<p>JOB GOAL: To use leadership, supervisory and administrative skills, and knowledge of curriculum so as to promote the educational development and well-being of each student</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Assists the principal in the overall administration of the school 2. Serves as interim principal in the absence of the principal 3. Assists in scheduling of classes and extra-curricular activities 4. Coordinate and/or assists in the preparation of student schedules 5. Works with department heads and/or staff in compiling the annual budget requests. 6. Evaluates staff as requested 7. Collaborates with administration and staff in writing, implementing and monitoring the school-based Student Learning Plan

Name	Title	Job Duties and Responsibilities
		<p>8. Assists the principal in implementing and monitoring the curriculum</p> <p>9. Coordinates supplies, textbooks, and equipment, conducting inventories, maintaining records, and checking on receipts for such materials</p> <p>10. Cooperates in the conducting of safety inspections and safety drill practice activities</p> <p>11. Coordinates and/or assists with transportation, custodial, cafeteria, and other support services</p> <p>12. Assists in maintaining discipline throughout the student body, and deals with special cases as necessary</p> <p>13. Serves with parent, faculty, and student groups as requested in advancing educational and related activities and objectives</p> <p>14. Performs such record-keeping and follow-up functions as the principal may direct</p> <p>15. Performs such other tasks and assumes such other responsibilities as the principal may from time to time as assigned</p>

JOB GOAL:

To serve as a school-based resource for ongoing, consistent professional development, progress monitoring, and student data analysis leading to improvements in math instruction and achievement. Coaches work collaboratively with the Division of Learning, classroom teachers, and the school's principal or designee to design and implement a research-based, quality program of curriculum and instruction that align to Florida's adopted standards in mathematics and meets the needs of all students. They provide non-evaluative and supportive coaching and other professional development support both in and outside of the classroom that enables teachers to think reflectively about improving student learning and implementing various instructional practices.

O'Hara,
Christine

Instructional
Coach

PERFORMANCE RESPONSIBILITIES:

1. Assists elementary teachers to align, interpret, implement, and assess the K-5 mathematics program, instructional materials, and other support resources.
2. Assists in establishing, evaluating, and implementing progress monitoring procedures and guidelines.
3. Provides training and support to assist elementary teachers with the implementation of evidenced-based mathematics strategies.
4. Models successful teaching practices at the classroom level, with a concentration on differentiation in mathematics instruction to meet the educational needs of all

Name	Title	Job Duties and Responsibilities
		<p>students.</p> <p>5. Provides professional development and assists elementary teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).</p> <p>6. Provides professional development and assists elementary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students within the subgroups of Economically Disadvantaged, Students with Disabilities, English Language Learners, and major racial and ethnic groups.</p> <p>7. Provides professional development and assists elementary teachers in implementing immediate, intensive, intervention (iii) for struggling and at-risk students in the study of mathematics.</p> <p>8. Assists elementary teachers in incorporating critical thinking, study skills, and math skill instruction across all curricular areas, as applicable and necessary.</p> <p>9. Assists elementary teachers in the utilization of the district's Math Curriculum Maps, Pacing Guides, and other district instructional practices.</p> <p>10. Works with the Division of Learning and Elementary School Principals to analyze instructional programs and materials to ensure that mathematics courses are aligned with state and national standards.</p> <p>11. Partners with the Psychometrician and the Curriculum and Instruction Specialist and provide assistance to teachers in analyzing district and school-wide data to make the most effective decisions for mathematics instruction.</p> <p>12. Attends and participates in both district and state sponsored training and professional development in math coaching.</p> <p>13. Serves as a school-based and/or district-based committee member of the instructional materials adoption process to review and select textbooks, technology, and other mathematics instructional materials for grades K-5.</p> <p>14. Researches, prepares materials, and identifies resources for use by the district, schools, and teachers (e.g. teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.).</p> <p>15. Researches and provides information and guidance regarding a</p>

Name	Title	Job Duties and Responsibilities
		<p>range of effective and innovative math practices through various activities such as: individual discussions, coaching sessions, model lessons with pre- and post-discussion/analysis, study groups, lesson studies, instructional rounds, staff meetings, and other professional learning opportunities.</p> <p>16. Participates in collaborative meetings (department meetings, data days, professional learning communities, district learning communities) to assist in the analysis and utilization of assessment data to improve the focus of instructional planning for student achievement.</p> <p>17. Meets regularly with the principal and/or designee to review benchmarks, established data points, and student progress towards identified instructional goals.</p> <p>18. Meets regularly with other district cadre coaches and Division of Learning team members as determined.</p> <p>19. Performs other duties as the Superintendent (or designee) may find appropriate and acceptable</p>
Flanigan, Michelle	Teacher, ESE	<p>JOB GOAL: To coordinate educational placement and appropriate services for students with disabilities in the school to which they are assigned. The Liaison will serve as LEA (Local Education Agency) representative at staffing meetings and IEP (Individual Education Plan) meetings to the assigned school(s) and will conduct staff development activities designed to ensure a free and appropriate public education for all students with disabilities. This position will also assist the School Administrator and Program Specialists in managing all ESE functions within the schools and will ensure compliance in all areas of ESE.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures. 2. Schedules, facilitates and serves as district representative/ LEA representative at all annual IEP meetings, amendment meetings, reevaluation determination meetings, and other staffing/IEP meetings as needed. 3. Ensures that all timelines designated by the federal and state regulations and district procedures are met. This includes annual IEP reviews and triennial re-evaluations.

Name	Title	Job Duties and Responsibilities
		<p>4. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures including audit preparation, FTE counts, per period counts and other tasks as assigned by ESE Director.</p> <p>5. Assists in upholding and enforcing school rules, administrative procedures, and board policies.</p> <p>6. Assists schools in the completion of necessary documents for psychological testing.</p> <p>7. Provides assistance to parents with support or information as needed.</p> <p>8. Develops and promotes activities and provides Professional Development to support inclusive education and LRE at all times.</p> <p>9. Acts as a resource to the school personnel and parents regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, positive behavioral supports, discipline concerns, functional behavior assessments, behavior intervention plans, and other ESE related concerns including implementation of Individuals with Disabilities Education Act.</p> <p>10. Assists with monitoring the staffing/placement process to assure that all necessary documents are in place prior to a student being staffed and/or identified as an exceptional student.</p> <p>11. Provides and/or assists with crisis intervention services for ESE staff and students as necessary.</p> <p>12. Collaborates effectively with all school based staff (school administration, counselors, related service providers, etc.) to ensure appropriate services are provided for SWDs in all settings within the school.</p> <p>13. Mentors and demonstrates effective teaching strategies to teachers of ESE students.</p> <p>14. Conducts articulation IEP meetings between appropriate schools for exceptional students.</p> <p>15. Participates in the MTSS process when time permits, to provide suggestions for appropriate interventions.</p> <p>16. Assists teachers with IEP development.</p> <p>17. Ensures IEPs are implemented as written, to include: accommodations, minutes, LRE, goals and objectives, behavior interventions and all other areas.</p> <p>18. Attends all district level meetings as required by ESE Director.</p> <p>19. Monitors behavior and academic achievement data and utilizes problem-solving process to determine appropriate supports and interventions at all tiers.</p> <p>20. Performs other job-related functions as may be assigned by the ESE Director.</p>

Larrison,
Rachel Dean

JOB GOAL:

To promote a safe and orderly environment for students, staff and community.

PERFORMANCE RESPONSIBILITIES:

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Assists administration in the responsibility for protecting the health, safety, and welfare of students. 2. Assists administration in resolving all discipline problems in a fair and just manner, and maintains records of any disciplinary action taken. 3. Assists in developing and administering practices dealing with campus control and security. 4. Assists with campus supervision. 5. Confers with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare. 6. Confers with and makes appropriate referrals to social workers and other personnel. 7. Assists administration matters of student attendance. 8. Works with community and government agencies on problems relating to truancy from school. 9. Assists administration in counseling individual students, and when necessary makes appropriate referrals for testing, guidance, or psychological counseling. 10. Participates in the coordination, implementation, and supervision of co-curricular activities. 11. Assists administration with the extracurricular program of the school. 12. Assists in general supervision of students activities, athletic events, programs of student orientation, and similar activities. 13. Assists in assigning faculty to supervision of extra-curricular activities. 14. Assists administration in the development, maintenance, and distribution of student handbooks, bulletins, and newsletters. 15. Assists administration with required programs such as free/reduced lunch, etc. 16. Assists administration with fund-raising activities. 17. Assists the District Security Officer in identifying students who have been formally charged with a violent felony. 18. Performs other job-related functions as may be assigned.
Mihalakis, Tina	Paraprofessional	<p>To support student learning and implement effective family engagement programs that support the goals of the school's Student Success Plan and Title I programs</p> <p>PERFORMANCE RESPONSIBILITIES:</p>

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Builds relationships within school communities to support the goals of the school's Student Success Plan and Title I programs 2. Supports student achievement through instructional activities assigned by school leaders 3. Organizes and implements effective Family Resource Centers 4. Facilitates a literacy rich Family Reading Experience (FRE) utilizing the FRE philosophy 5. Orders appropriate materials for the Family Resource Centers and Family Reading Experience 6. Maintains an accurate record of program components utilizing a data base 7. Offers families a variety of information through workshops, flyers, handouts, newsletter articles, and the school web page 8. Participates in the school's Parent Involvement Planning Team (PIPT) and attends all scheduled Parent Involvement Team meetings, and trainings 9. Facilitates organization of Title I Monitoring Box Documents in collaboration with school administrator or designee 10. Scans Title I Monitoring Documentation that is provided by site administrators 11. Assists staff, students, and families in utilizing the resources in the school media center 12. Engages small groups of students in learning activities under the direction of a teacher, as assigned 13. Works with students to maximize their success on computer aided instructional programs 14. Assists with school assessment activities 15.. Performs other Title I designated job functions as may be assigned 16. Completes all required documentation related to the federal program that funds this position

De La
Espriella,
Beatriz

Attendance/
Social Work

JOB GOAL:

To promote academic success by providing a supportive environment that

addresses the academic, social, and emotional needs of specifically targeted at risk students.

PERFORMANCE RESPONSIBILITIES:

1. Collaborates with the school leadership team in formulating and coordinating services for student success.

Name	Title	Job Duties and Responsibilities
		<p>2. Assists in the identification and placement process of students eligible for alternative programs.</p> <p>3. Participates in school based threat assessment team meetings and assists with performing the duties of the team.</p> <p>4. Provides support services for students and staff including individual and small group counseling; consultations; monitoring of student progress in the areas of academic achievement, attendance and behavior, referrals to other agencies and programs, and other services as needed and appropriate.</p> <p>5. Maintains and monitors student performance data for informed decision-making, intervention plans and program evaluation.</p> <p>6. Assists in the coordination of the Student Assistance Team and is a participating member of the team.</p> <p>7. Provides case management services for students returning from alternative programs, hospitalizations, residential treatment and detention centers.</p> <p>8. Provides attendance intervention services for students who are chronically absent or are habitually truant including filing truancy petitions for the State Attorney's office or referring CINS/FINS cases to Lutheran Services Florida.</p> <p>9. Performs pre-expulsion summary investigations and pre-disposition reports (PDRs) for the Superintendent and School Board.</p> <p>10. Provides district-wide crisis intervention services.</p> <p>11. Administers risk assessments and threat assessments to evaluate suicidal and/or homicidal ideations and makes referrals as needed and appropriate.</p> <p>12. Provides training and support to school staff in the areas of child abuse, suicide and crisis response to traumatic events, risk and threat assessments, mental health awareness, and other related areas as needed and appropriate.</p> <p>13. Serves as the liaison between the schools and other social service agencies.</p> <p>14. Conducts parent conferences and home visits to provide liaison services between the home and the school.</p> <p>15. Provides support for families with economic challenges and the homeless education program, and makes referrals for any available financial assistance as appropriate.</p> <p>16. Assists with the identification and implementation of student</p>

Name	Title	Job Duties and Responsibilities
		<p>engagement programs such as Check & Connect.</p> <p>17. Documents social work interventions and completes required forms as dictated by the district and state and maintains records and reports to meet all local and state guidelines.</p> <p>18. Participates in professional development opportunities targeting the special needs of at-risk students and the profession of social work.</p> <p>19. Participates in school- and district-level meetings as required and appropriate (school staff meetings, social work staff meetings, etc.)</p> <p>20. Provides support and assistance to social worker interns and newly hired social workers, as well as those social workers pursuing clinical licensure.</p> <p>21. Performs other job related duties as assigned by the Director of Intervention and Dropout Prevention Services.</p>
Lazinski, Heidi	School Counselor	<p>JOB GOAL: To enhance students' educational and personal growth and development.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Works with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department and to improve the educational prospects of individual students being counseled. 2. Consults with faculty, provides relevant background information on students, interprets academic test data, facilitates the appropriate educational placement of students, and recommends appropriate educational strategies for dealing with students with special needs. 3. Assists with the district and state testing programs. 4. Acts as a facilitator of the parent-child relationship by providing short-term advising/counseling services and by conducting conferences for the purpose of interpreting tests and academic data. 5. Meets with parents of students when, in his/her professional judgment, such a meeting would be beneficial to the student. 6. Works with students on an individual basis in the solution of personal problems as they relate to success in the school environment. 7. Helps to identify and facilitate the development of special abilities of

Name	Title	Job Duties and Responsibilities
		<p>students.</p> <p>8. Provides educational counseling to assist students to:</p> <p>A. Understand the school and its environment.</p> <p>B. Understand themselves in relation to others in the school environment.</p> <p>C. Understand their learning progress in relation to their abilities and limitations.</p> <p>D. Understand themselves in relation to educational and vocational goals, opportunities and requirements.</p> <p>9. Conducts classroom guidance activities which are in accordance with developmental needs of students.</p> <p>10. Assists the Intervention Assistance Team with the identification and placement of students at risk or with special needs.</p> <p>11. Assists in the referral and placement process for special and exceptional student programs.</p> <p>12. Assists students who are experiencing attendance difficulties through counseling and referral to appropriate resources.</p> <p>13. Assists students in making smooth transitions from one grade or program to another.</p> <p>14. Assists in the registration of students new to the school and orients them to school procedures and to the school's varied opportunities for learning.</p> <p>15. Performs other job-related functions as may be assigned.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	107	93	73	84	117	0	0	0	0	0	0	0	574
Attendance below 90 percent	17	13	12	10	13	19	0	0	0	0	0	0	0	84
One or more suspensions	1	4	1	4	4	6	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	10	11	36	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	16	36	44	0	0	0	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	11	13	26	0	0	0	0	0	0	0	52

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	4	7	5	2	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Sunday 7/21/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	20	15	5	0	0	0	0	0	0	0	42

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	20	15	5	0	0	0	0	0	0	0	42

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	62%	57%	45%	60%	55%
ELA Learning Gains	57%	57%	58%	46%	59%	57%
ELA Lowest 25th Percentile	59%	50%	53%	33%	49%	52%
Math Achievement	44%	63%	63%	47%	67%	61%
Math Learning Gains	37%	54%	62%	42%	62%	61%
Math Lowest 25th Percentile	29%	42%	51%	28%	48%	51%
Science Achievement	43%	54%	53%	37%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	107 (0)	93 (0)	73 (0)	84 (0)	117 (0)	574 (0)
Attendance below 90 percent	17 (19)	13 (17)	12 (12)	10 (27)	13 (12)	19 (8)	84 (95)
One or more suspensions	1 (0)	4 (6)	1 (2)	4 (10)	4 (7)	6 (3)	20 (28)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	10 (17)	11 (10)	36 (7)	57 (34)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (24)	36 (28)	44 (13)	96 (65)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	69%	-24%	58%	-13%
	2018	52%	63%	-11%	57%	-5%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	44%	54%	-10%	56%	-12%
Same Grade Comparison		2%				
Cohort Comparison		-6%				
05	2019	49%	56%	-7%	56%	-7%
	2018	50%	56%	-6%	55%	-5%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	70%	-29%	62%	-21%
	2018	59%	69%	-10%	62%	-3%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	44%	60%	-16%	64%	-20%
	2018	47%	61%	-14%	62%	-15%
Same Grade Comparison		-3%				
Cohort Comparison		-15%				
05	2019	36%	56%	-20%	60%	-24%
	2018	57%	62%	-5%	61%	-4%
Same Grade Comparison		-21%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	52%	-16%	53%	-17%
	2018	75%	63%	12%	55%	20%
Same Grade Comparison		-39%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	44	52	24	36	38	47				
ELL	45	55		38	35		50				
BLK	47	61		32	22		58				
HSP	44	43	36	38	31	29	37				
MUL	57	57		57	43						
WHT	53	62	73	46	40	33	42				
FRL	46	53	55	39	35	30	41				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

According to ESSA data, the lowest performance area was Math Achievement of Students with Disabilities (SWD) at 24% proficient. Contributing factors may include having only two ESE teachers to provide support school wide (grades K-5) with a large percentage of students requiring services. A full time certified teacher was unable to be hired in the fourth grade. A paraprofessional delivered instruction to two groups of fourth grade Math students daily.

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

Science proficiency in fifth grade showed the greatest decline from the prior year. According to the Early Warning Indicators System, only 13 students in fifth grade had received a level 1 on previous FSA, indicating strength in reading and math ability required for the Science assessment. This past year, EWS indicates 44 students had received a level 1 on FSA in previous years, indicating deficits in reading and math. The same instructional curricula was used as the previously more successful year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap between school and state averages exists in the area of Math Learning Gains at a difference of 25%. Trend data for Peace River Elementary shows evidence of lack of knowledge in mathematical foundations. Students in the bottom quartile, largely designated SWD, have not had access to tier 3 intervention address this deficiency.

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

The data component showing the most improvement was ELA Learning Gains with increase of 5%. New actions included teaming between two classes (half of the grade level) to provide instruction from a veteran, highly qualified teacher. The teacher's instructional strategies included conferring individually with students to set and attain goals. Initial student levels provided much opportunity and area for growth. Additionally, fourth grade also teamed to receive instruction in reading and writing from one teacher.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The Early Warning System indicates a trend of chronic absenteeism at Peace River Elementary. Our school social worker who supports attendance was out on Family Medical Leave for an extended period of time. We will be collaborating with a local foundation to promote efforts to encourage regular attendance. Additional instructional time was lost for students that required out of school suspension, prompting PRES to utilize Title funds to hire a Dean of Students to focus on Restorative Justice practices, keeping students in school to receive instruction.

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

1. Addressing the needs of SWD, according to FPPI data
2. Addressing proficiency of Math Lowest 25th Percentile

3. Addressing Math Learning Gains for all
4. Addressing Science school wide, with targeted focus on fifth grade
5. Addressing attendance concerns as a barrier to receiving instruction and remedial intervention

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students with Disabilities not meeting FPPI 41% threshold
Rationale	According to the Federal Percent of Points Index (FPPI), the student with disabilities (SWD) subgroup did not meet the acceptable threshold of 41% proficiency in the following areas: ELA Achievement, Mathematics Achievement, Mathematics Learning Gains, Mathematics Learning Gains of the Lowest 25%.
State the measurable outcome the school plans to achieve	Peace River Elementary students with disabilities will meet the proficiency threshold of 41% or better in each designated area, eliminating TS&I status in this subgroup.
Person responsible for monitoring outcome	Michelle Flanigan (michelle.flanigan@yourcharlotteschools.net)
Evidence-based Strategy	Students with disabilities will receive instruction from highly qualified ESE teachers using research-based Tier II and Tier III intervention programs such as McGraw-Hill SRA Language Mastery, Collaborative Classroom Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and Dr. Burns "Do the Math". All classroom teachers will be provided with professional development in exceptional student education designations such as Autism Spectrum Disorder, Attention Deficit Disorder/ Attention Hyperactivity Deficit Disorder, Opposition Defiance Disorder, and Specific Learning Disability. Students with disabilities will have access to additional instruction from our Intensive Reading Teacher and be invited to attend our Fall Intersession Remedial Camp (K-2) or our Spring Remedial Camp (3-5). Additional time to ensure best practices to support behavioral needs will be provided to our Behavioral Specialist.
Rationale for Evidence-based Strategy	In the 2018-2019 school year, only two full time highly qualified ESE teachers were able to provide instruction to our students with disabilities, making it impossible to fulfill IEP requirements and best practices. Peace River Elementary lacked the research-based intervention programs proven to support SWD. With approximately 68% of the teaching staff being new to PRE and most without ESE certification, it is essential to learn teaching strategies that best support these learners. All research shows that additional time and access to immediate, intensive, intervention ensures student proficiency. Provision of additional personnel, resources, and instructional time will prove to be a benefit to student performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Hire FOUR highly qualified/ESE certified teachers for inclusive, push-in instruction and implement Master Schedule that ensures IEP service minutes are met and allows for ESE teacher collaboration and planning with grade level teachers. 2. Acquire Tier II and Tier III research-based intervention programs that support students with disabilities, provide teacher training, and monitor student results for progress and fidelity of instruction. 3. Schedule professional development opportunities in student engagement and best practices in teaching students with specified designations during Saturday workshops, Tuesday Faculty Learning Meetings, Specials planning periods, and district and school-based professional development days. 4. Allocate resources, hire personnel, and schedule and facilitate remedial intersession camps that allow for an additional week of targeted instruction for students with learning

disabilities (K-3 Fall and 3-5 Spring).

5. Utilize additional time with Behavior Specialist, School Social Worker, and School Psychologist provided by district referendum funds to support needs of students with disabilities to ensure in on-task behaviors engaged in learning.

Person

Responsible

Heidi Keegan (heidi.keegan@yourcharlotteschools.net)

#2	
Title	Math Lowest 25th Percentile Gains
Rationale	Peace River Elementary students attained only 29% in area of Math Lowest 25th Percentile Gains, a loss of 4% from the previous school year and a determinable trend in the lack of Mathematical foundations over the past several years.
State the measurable outcome the school plans to achieve	In order to achieve an overall "A", Peace River Elementary will attribute 20 points to increase this area from 29% F to 49% C designation, an increase of two letter grades.
Person responsible for monitoring outcome	Christine O'Hara (christine.ohara@yourcharlotteschools.net)
Evidence-based Strategy	<p>Monitored by the designated Math Coach, targeted intervention and remedial instruction will be provided to students in the lowest 25th percentile. Using Title funds, Peace River Elementary will pilot Dr. Burns "Do the Math" Tier III Math intervention program with a select group of students in grades 4 and 5. Coaches, ESE teachers, and paraprofessionals will receive training in the program and be responsible for instruction and regular assessment which will take place 30 minutes each day during the referendum-funded time added to the Master Schedule, designated as PRE Math. The coach will collaborate with teachers to discuss student progress and group makeup. The additional Math Coach will provide additional resources via the iReady Toolkit to support Ready Math curriculum. Additional/remedial lessons will be assigned and progress monitored by the Coach and classroom teacher. Students in grades 3-5 will receive targeted invitation to the Spring Remedial Intersession Camp with focus on Math for the week.</p> <p>Students in the bottom quartile have never been provided with the opportunity for targeted intervention in Math. A designated time for Tier III intervention is required to deliver research-based instruction to fill gaps in foundations of concepts and skills. Small group, immediate, intensive intervention delivered with fidelity will ensure mastery of areas for improvement indicated through iReady and the FSA such as number sense, algebraic thinking, and data management. Additional highly qualified personnel specializing in the content area of Math will ensure attention to detail in lesson planning, resources, and professional development targeted to improve growth and proficiency of the lowest 25th percentile. Provision of additional personnel, resources, and instructional time via PRE Math and the Spring Intersession Remedial Camp will prove to be a benefit to student performance.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Hire highly qualified teachers and Math Coaches to facilitate targeted Math intervention/remedial instruction to students in the lowest 25th percentile. Coaches will schedule intervention and monitor student results for progress and fidelity of instruction. 2. Using Title funds, acquire Tier III research-based intervention program "Do the Math" to support L25 students and provide training to personnel to carry out instruction. 3. Assign Math Coach to provide Ready Math and iReady toolbox resources and monitor additional assignment of remedial lessons/domains in iReady. Title funds will be used to purchase supplemental materials and printing of toolbox lessons. 4. Assign Math coaches to support individual teachers in lesson planning and teaching strategies according to data collected through collaborative planning from lesson quizzes in

curriculum, Standards Mastery, and iReady.

5. Allocate resources, hire personnel, and schedule and facilitate remedial intersession camps that allow for an additional week of targeted instruction for students in the lowest 25th percentile

Person Responsible	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
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#3	
Title	Math Learning Gains
Rationale	Peace River Elementary students attained a rating of 37% D in area of Math Gains, a loss of 13% from the previous school year and a determinable trend in the lack of Mathematical foundations over the past several years. Lack of instructional time devoted to math intervention, an adopted Math curriculum and resources, and highly qualified Math teachers/coaches contribute to this score.
State the measurable outcome the school plans to achieve	In order to achieve an overall "A", Peace River Elementary will attribute 20 points to increase this area from 37% D to 57% B designation, an increase of two letter grades.
Person responsible for monitoring outcome	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Evidence-based Strategy	Peace River Elementary will use additional time and resources (fiscal and personnel) to provide professional development and instruction in Mathematical foundations. The additional 30 minutes funded through referendum will be used to create PRE Math, a block of time focused on intervention and remediation. Designated Math Coaches will provide professional development in the newly adopted Ready Math Curriculum, Math Framework, and the 8 Mathematical Practices. Administration and Coaches will monitor teacher fidelity to pacing guide and scheduling of assessments and ensure discussion of student progress and improvement during regularly scheduled collaborative planning meetings. School wide use of Math journals will note focus on Critical Concepts and collection of daily Problem of the Day, a non-negotiable at PRE where students are encouraged to strive in solving a rigorous math problem. Math Coaches will provide additional resources and support to individual teachers.
Rationale for Evidence-based Strategy	Research shows that additional focused time is needed for students to achieve mastery in areas of deficiency. The additional 30 minutes added to the Math instructional day allows for teachers to conduct small groups for immediate, intensive intervention and assign targeted remedial lessons through iReady. Teacher content knowledge must be built up to ensure conceptual understanding. Math Coaches can provide professional development in these areas to lead to teacher mastery of the content and best practices in carrying out effective teaching strategies. Collaborative planning must be purposeful in identifying areas of deficiency in each lesson/unit assessment and planning for remediation in accordance with the established pacing guides. Regular review of student progress data from Math lesson/unit quizzes will allow for targeted support to teachers/student. Math Coaches will document their contribution to supporting these teachers/students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Modify Master Schedule to include 30 additional minutes of remediation in Math foundations school wide (K-5) designated PRE Math and require Math "Problem of the Day" into Math journals used to collect Critical Concepts as PRE "non-negotiable". 2. Hire highly qualified Math teachers and Math Coaches to facilitate targeted Math intervention/remedial instruction to all students requiring remediation in a designated domain/standard. 3. Schedule Math Coaches to deliver professional development in Ready Math core curriculum, CCPS Math Framework, the 8 Mathematical practices, and other math-related

PD identified through needs assessment during preservice week, Tuesday Faculty Learning Meetings, specials planning times, before/after school sessions, and school-based PD days.

4. Assign Math coaches to support individual teachers in lesson planning and teaching strategies according to data collected through collaborative planning from lesson quizzes in curriculum, Standards Mastery, and iReady.

5. Integrate school/family engagement activities focused on Math learning (Math & Movement Night, Crazy 8 Math Club after school full year, "Math Homework Help Strategies for Parents" by Math Coach, etc.)

**Person
Responsible**

Heidi Keegan (heidi.keegan@yourcharlotteschools.net)

#4	
Title	Science Proficiency
Rationale	Peace River Elementary students attained 43% C proficiency in the area of Science Achievement, a loss of 36% from the previous school year.
State the measurable outcome the school plans to achieve	In order to achieve an overall "A", Peace River Elementary will attribute 36 points to increase this area from 43% C to 79% A designation, an increase of two letter grades.
Person responsible for monitoring outcome	Vicki Polk (vicki.polk@yourcharlotteschools.net)
Evidence-based Strategy	<p>Peace River Elementary will conduct a school wide effort to improve Science proficiency achievement by establishing a designated Science block (k-5) in the Master Schedule, focused on adhering to the Elevate Science curriculum pacing guide. Teachers will emphasize vocabulary in daily lessons, as provided through the Lead Teacher. The 5th grade block has been departmentalized and extended to include 60 minutes of instruction targeted on NGSS item specifications. This teacher, the STEM teacher, and the District Curriculum and Instruction Specialist will collaboratively develop the elementary Science Framework. A weekly Science standard will be recorded and previewed on the school's closed-circuit morning news program. Evidence of learning will be collected in Science journals. Exemplary lessons created by Mrs. Jorgensen will be shared across the district. Regular discussion and planning based on student results will take place during regularly scheduled grade level Collaborative Planning meetings.</p>
Rationale for Evidence-based Strategy	<p>Previous Science instructional time was integrated into the Math block, limiting growth and proficiency in both content areas. Designated time focused on the content, following the approved pacing guide, will ensure that all standards are taught. A provision of 60 minutes daily to 5th grade students will allow time to introduce, teach, assess, and reteach spiraling concepts. Creating the district Science Framework, the 5th grade teacher will become an expert in the test item specifications and limitations. Engaging experiments, challenges, and questions put forth in the weekly recordings give students the opportunity to grow in critical thinking and problem solving. Regular discussion about student progress in the science curriculum series will enable teachers to identify gaps in learning in specific concepts to be used in planning. Evidence of this planning and instruction will be found in the collection of vocabulary and processes in individual student journals for reference.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Modify Master Schedule to include designated block devoted to pure Science content in all grade levels. 2. Departmentalize and assign 60 minute block to 5th grade, allowing for additional time addressing spiraled content and require evidence of participation in "Science Boot Camp" (provided by District). 3. Ensure adherence to district approved pacing guide and use of Elevate Science curriculum, and require discussion of student assessment data during Collaborative Planning meetings to inform instruction. 4. Engage teachers in professional development opportunities focused on science which may include exemplar videos, online resources such as CPALMS, and FLDOE NGSS test item specifications.

5. Assign Lead Teacher as curriculum resource for vocabulary to be displayed in the classroom and recorded in student Science journals, Curriculum Associates Science Coach, and opportunities for assigning Instructional Rounds.
6. Ensure STEM instruction supports CCPS Science Curriculum Map by providing opportunities for collaboration and review of lessons aligned with grade level instructional planning.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

An additional schoolwide improvement priority to be addressed is identifying and reducing chronic absenteeism, as an indicator in the Early Warning System. Peace River Elementary had 84 students (approximately 14.63%) of its population reported as missing more than 10% of their instruction for the school year in 2018-2019. Our goal is to reduce chronic absenteeism at PRE by adopting a comprehensive, tiered approach.

1. Initiate Professional Learning Network (PLN) Attendance Team to include administration, school nurse, guidance counselor, school social worker, dean, AFA family liaison paraprofessional, and consultants from a partnership with the Suncoast Campaign for Grade Level Reading and Attendance Works.

2. Participate in the three tiered approach as outlined in the program:

Tier 1:

- create a warm, welcoming preschool climate
- celebrate good and improved attendance
- convey the value of attendance to school readiness families
- monitor attendance data and set goals

Tier 2:

- provide personalized outreach to families
- meet with parents to develop an action plan
- identify and address attendance barriers

Tier 3:

wrap around supports for families

3. Follow key concepts set forth by the program

- monitor chronic absence data; not just average daily attendance or truancy
- emphasize positive reinforcement and engagement; not punitive action or blame
- ensure prevention and early intervention rather than remediation

4. Implement use of Dean of Students to focus on restorative justice practices to reduce/eliminate out of school suspensions, providing access to more instructional time

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Outlined in PFEP

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.

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. PRE participates in Tier I PBIS and Sanford Harmony curriculum to address social emotional needs of its students. Our counselor, dean, social worker, school psychologist, and behavior specialist are conduct regular support groups and are available as needed on an individual basis. FOCUS and its EDIS 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 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 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. Families participate in Kindergarten Orientation evening and are provided with a resource bag through collaboration of the Suncoast Campaign for Grade Level Reading.

FLKRS data is used to identify students in need of early intervention 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. The Principal or Assistant Principal is also invited to our May SAC meeting to answer questions from parents.

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.

The Title I Team schedules regular meetings to review progress and purpose of federal spending. Items obtained through Title funds are inventoried according to district protocol. Additional personnel and resources are allocated in alignment with need based on data (proficiency, growth, student performance,

and early warning indicators). Families provide input through School Advisory Committee and Parent Teacher Organization meetings monthly as well as in the Climate and Title I surveys.

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 and families of opportunities and resources available to them.