

Broward County Public Schools

Peters Elementary School



2019-20 Schoolwide Improvement Plan

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Peters Elementary School

851 NW 68TH AVE, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Eric Miller

Start Date for this Principal: 6/12/2019

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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (51%) 2016-17: B (61%) 2015-16: B (58%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Broward 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">69%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">82%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	B

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<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.

The mission of Peters Elementary School is to foster the highest development of each student's unique potential.

Provide the school's vision statement.

Peters is committed to educating all students to reach their highest potential.

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
Deutsch, Susanna	Principal	<p>Overall responsible for the implementation of curriculum and operational functions of the entire school. Meet bimonthly with custodial staff to ensure a clean and safe learning environment, allocating funds for instructional materials, staff development, and any and all student needs, working with ESE Specialist to ensure IEPs are written and implemented per State and District requirements, participate in the Response to Intervention meetings on a weekly basis, conduct weekly support staff meetings, conduct monthly clerical staff, technology, faculty meetings, meet with After Care School programs (2 programs) monthly, conduct monthly fire and emergency drills, meet with "Safe Team" after any drill to debrief and improve practices. Annually work with stakeholders to create a safety plan, School Improvement Plan, School Budget. Meet monthly with the PTA, SAC and SAF Committees, as well as attend any Principal, Cadre and IZone meetings. Participate in City's Education Board evening monthly meetings. Conduct observations (3 per year) for instructional and non-instructional personnel, including pre and post observation planning and feedback meetings. Coordinate and participate in during and after school functions (one per month). Ensure payroll in correct for all employees. Hire and maintain personnel. Maintain a culture of professionalism, respect and high quality instruction. Responsible for coordinating the collection of and interpretation of student data,</p>
Beish, Gracie	Teacher, ESE	<p>LEA for IEP meetings, Ensure students with disabilities are getting the services outlined in their IEPs, student supervision. Assist at arrival, dismissal and cafeteria. Observe students in the classroom, provide staff development or model strategies for teachers in regards to students with disabilities or gifted. Participate in the Response to Intervention process including weekly meetings, writing notes, creating agendas and scheduling meetings.</p>
Temple, Jessica	Assistant Principal	<p>As an Assistant Principal, I assist with the overall operation of the school. I hold interactions with students, teachers, parents, and all stakeholders. My duties range from ensuring all school members are safe and secure on campus, communicating with teachers in regards to instructional practices, interacting with students to create a friendly safe learning environment, and streamline all instructional and operational systems within the school along side the principal. My job duties include participating in the development and implementation of all safety plans and procedures, Threat Assessment team member, implementing District's Discipline Matrix, observations of teachers and staff for evaluation purposes, assisting at arrival, dismissal and cafeteria.</p>
Dodge, Darcy	School Counselor	<p>Prepare and teach classroom guidance lessons per District guidelines. 504 Liaison, including developing plans and conducting annual meetings with parents, coordinating and participating in weekly Response to Intervention meetings, responsible for implementing District Mandated activities such as Say No To Drugs, Coordinating monthly Kid of Character assemblies, Peace Week, etc., coordinating and conducting small group counseling sessions with students (depending on needs of student, i.e. divorce, anger management, study skills), assist at arrival, dismissal and cafeteria, meet with parents.</p>

Name	Title	Job Duties and Responsibilities
		Participate in Threat Assessments. Co-coordinating all assessments as Testing Coordinator.
Gauthier, Maggie	Instructional Coach	Model instructional practices in classrooms for teachers, conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in Response to Intervention weekly meetings, observe students, Professional Learning Community Liaison, maintaining the curriculum resource room for teachers, co-coordinating all assessments as Testing Coordinator.
Bolona, Lissette	Other	Title I Liaison responsible for ensuring all Title I requirements are being met, uploading documents and maintaining the ebinder on a monthly basis. Also ESOL Coordinator, doing initial and ongoing monitoring assessments for ESOL students, scheduling and meeting with parents for initial program classification and annual meetings. Main job is Spanish teacher preparing and delivering instruction for students, PreK-5, in Spanish.

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	130	105	112	104	124	108	0	0	0	0	0	0	0	683
Attendance below 90 percent	16	11	19	23	15	23	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	28	29	0	0	0	0	0	0	0	96
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	2	1	19	12	19	0	0	0	0	0	0	0	55

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	2	11	8	14	11	12	0	0	0	0	0	0	0	58
Students retained two or more times	0	0	0	1	2	4	0	0	0	0	0	0	0	7

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

37

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	16	11	19	23	15	23	0	0	0	0	0	0	0	107
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	28	28	0	0	0	0	0	0	0	95

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	2	2	1	19	12	19	0	0	0	0	0	0	0	55

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	57%	59%	57%	58%	55%	55%
ELA Learning Gains	58%	60%	58%	63%	58%	57%
ELA Lowest 25th Percentile	50%	54%	53%	55%	53%	52%
Math Achievement	60%	65%	63%	64%	61%	61%
Math Learning Gains	69%	66%	62%	81%	63%	61%
Math Lowest 25th Percentile	43%	53%	51%	67%	52%	51%
Science Achievement	30%	46%	53%	41%	45%	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	130 (0)	105 (0)	112 (0)	104 (0)	124 (0)	108 (0)	683 (0)
Attendance below 90 percent	16 ()	11 ()	19 ()	23 ()	15 ()	23 ()	107 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	39 (0)	28 (0)	29 (0)	96 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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%	60%	-15%	58%	-13%
	2018	47%	59%	-12%	57%	-10%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	57%	62%	-5%	58%	-1%
	2018	50%	58%	-8%	56%	-6%
Same Grade Comparison		7%				
Cohort Comparison		10%				
05	2019	60%	59%	1%	56%	4%
	2018	62%	56%	6%	55%	7%
Same Grade Comparison		-2%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	65%	-14%	62%	-11%
	2018	51%	63%	-12%	62%	-11%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	61%	67%	-6%	64%	-3%
	2018	52%	63%	-11%	62%	-10%
Same Grade Comparison		9%				
Cohort Comparison		10%				
05	2019	59%	64%	-5%	60%	-1%
	2018	66%	62%	4%	61%	5%
Same Grade Comparison		-7%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	49%	-19%	53%	-23%
	2018	40%	51%	-11%	55%	-15%
Same Grade Comparison		-10%				
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	19	38	36	28	44	31	7				
ELL	43	54	41	60	68	40	11				
BLK	49	50	44	50	62	33	24				
HSP	50	63	56	64	73	50	24				
MUL	70			80							
WHT	77	65		73	72		35				
FRL	53	57	47	55	65	42	27				

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	20	49	54	26	30	24	22				
ELL	40	50		50	50						
BLK	50	69	74	49	50	28	42				
HSP	49	49	36	59	45	9	42				
MUL	60			60							
WHT	69	59		74	70		44				
FRL	51	58	59	53	48	30	33				

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	61	57	28	66	65	10				
ELL	58	60		57							
BLK	42	56	45	56	80	72	23				
HSP	71	78		70	86		61				
MUL	64			55							
WHT	72	58		71	71		53				
FRL	50	62	55	57	79	66	36				

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	53
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	53
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	29
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	46
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	45
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	53
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	75
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	64
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	50
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.

Students with disabilities showed the lowest performance in all academic areas assessed. Contributing factors may be new teachers, teachers lacking resources and training, and teachers not being aware of the intervention and remediation resources on campus.

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

The SWD subgroup decreased by over ten points in both ELA and Math. Inconsistent use of intervention programs and lack of scheduled monitoring data points contributed to the decline.

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.

In 5th grade science, the 5th grade students are 10% below the state average. Factors that contribute to these scores include, lack of resources, lack of time for common planning, inconsistent implementation of the Science curriculum.

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

Math learning gains was above the District and State average. Last year, there was a focus on math tier 1 strategies, including staff development and assistance from the District.

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

Students performing at level 1 on the State Assessment.

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

1. Increase achievement level of SWD students in all academic areas assessed
2. Increase overall achievement level in Science assessment
3. Increase percent of lower 25% students making learning gains in ELA & Math
4. Increase overall Math proficiency in 5th grade
5. Increase overall ELA proficiency in 3rd grade

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Exceptional Student Education
Rationale	According to state, district, and school data the percent of students with acceptable performance was below 41% in this subgroup.
State the measurable outcome the school plans to achieve	By June 2020, SWD learning gains in grades 3-5 will increase to 41% as evidenced by the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Susanna Deutsch (susanna.deutsch@browardschools.com)
Evidence-based Strategy	SWD students will receive Support based on their IEP in addition to double dose support from the classroom teacher, using research based intervention programs in both ELA and Math.
Rationale for Evidence-based Strategy	To close the achievement gap for this subgroup they need additional support both in their area of deficiency and in grade level material, which is how they will be assessed.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review IEPs to ensure goals and supports match student needs; change as necessary 2. Match research based programs and/or strategies implemented by Support Facilitator to needs of SWD 3. Collaborate with classroom teachers to understand impact of disability and match tier 1 and 2 strategies 4. Observe students while in the classroom and with Support Facilitator and provide feedback to the adult 5. Assist in monitoring and analyzing data to make instructional decisions for SWD
Person Responsible	Gracie Beish (gracie.beish@browardschools.com)

#2	
Title	ELA Lowest Quartile
Rationale	2019 Assessment data indicated the learning gains for students in the lowest quartile decreased by 11%.
State the measurable outcome the school plans to achieve	By June 2020, learning gains of students in the lowest quartile will increase by 10%.
Person responsible for monitoring outcome	Maggie Gauthier (maggie.gauthier@browardschools.com)
Evidence-based Strategy	Scheduled monthly formative assessments to monitor student progress. Students will participate in a Double Dose of reading using research based programs to re-mediate learning gaps.
Rationale for Evidence-based Strategy	Students will benefit from additional support in reading targeted to meet their needs. The programs are research based, including Phonics for Reading, Quick Reads, LLI, Super QAR. These are the programs identified to meet the learning gaps of students in the lower quartile.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students in the lower quartile based on FSA data. 2. Determine research based programs to use with students. 3. Schedule Double Dose group time. 4. Implement an ELA Instructional Focus Calendar. 5. Assess students monthly to determine growth.
Person Responsible	[no one identified]

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).

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.

According to the U.S. Department of Education the purpose of Title 1 funding, “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic

assessments.” Currently, Peters School Plan builds positive relationships with parents, families, and other community stakeholders by actively recruiting parent to join us in PTA, SAC, SAF, RTI, and ESE staffing. We will hold monthly PTA, SAC and SAF meetings to ensure collaboration in decision making as it relates to the vision, mission and SIP.

The school will plan academic nights during the school year for families to attend. Small businesses in the community will be recruited and asked to attend family nights and resource nights. Volunteers are recruited to assist in the classroom and throughout the campus.

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.

Peters Elementary School ensures the socio-emotional needs of all student by providing guidance counseling, family counseling and counseling for students in the DHH program. We hold an assembly that addressed positive student interactions from an outside agency (The Ned Show) for all students. The Guidance Counselor supports students through small group counseling sessions that are determined yearly by the needs of our students (i.e. divorce group, anger management, loss of a loved one). Monthly, students are recognized for exhibiting good character traits in an assembly here parents are invited. Student accomplishments are also recognized and celebrated during morning announcements and in the monthly newsletter. All support personnel serve as mentors to students who have particular social emotional needs. Guidance coordinates volunteers as Listeners for identified students.

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

The school holds matriculation meetings for all 5th graders going to middle school and for all Preschooler's matriculating to Kindergarten. There are also open house night for families to come and meet the new teachers. Constant communication with the parents and staff members ensures a smooth transition for students. Parents can schedule a tour of the school before registering. The school also holds an annual Kindergarten and Newcomer Orientation meeting. New students are paired with a responsible student in class to help them acclimate to the school and peers.

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 process through which Peters' 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 begins with giving all necessary resources to each classroom teacher regardless of the ability of the students. All teachers participate in PLC and grade level meetings. Teachers are able to attend professional development in order to develop instructional skills.

The methodology for coordinating and supplementing federal, state and local funds, services and programs is prioritized by the goals in the SIP and analysis of current student achievement data, attendance data and discipline data. In addition, we look at the areas in which students are being referred to Response to Intervention.

Support staff meets bi-monthly, the Multi Tiered Support Systems (MTSS) Committee meets weekly, The Property and Inventory Team meets monthly.

The personnel responsible include the Principal, Assistant Principal, Guidance Counselor, ESE Specialist, Support Facilitator, Reading Coach, Micro Tech and Media Specialist. For materials not kept in our school or District inventory, we use a check in/out system that either includes scanning materials of a handwritten system.

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

The guidance counselor has career days where she organizes professionals from the community to speak in classrooms. Business owners attend our curriculum nights or school meetings to show support to Peters and to ensure Peters will continue to be a strong partner in education with a shared vision for the community. Some of our community partners are also mentors to identified students. We also hold some of our curriculum nights at the business locations of our community members.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Exceptional Student Education				\$103,067.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1530	100-Salaries	0931 - Peters Elementary School	Title, I Part A		\$74,664.00
			<i>Notes: Reading Elementary Resource</i>			
	1530	140-Substitute Teachers	0931 - Peters Elementary School	Title, I Part D		\$5,000.00
			<i>Notes: Substitutes for teacher training, ELA, Math, Science, Data Analysis.</i>			
	1530	399-Other Technology-Related Purchased Services	0931 - Peters Elementary School	Title, I Part D		\$9,000.00
			<i>Notes: iReady ELA site license for students (partial cost)</i>			
	1530	399-Other Technology-Related Purchased Services	0931 - Peters Elementary School	General Fund		\$3,664.00
			<i>Notes: iReady ELA site license for students (remainder of cost)</i>			
	1530	520-Textbooks	0931 - Peters Elementary School	Title, I Part D		\$4,739.00
			<i>Notes: Instructional Materials- 25 LAFS ans 25 MAFS books</i>			
	1530	239-Other	0931 - Peters Elementary School	School Improvement Funds		\$6,000.00
			<i>Notes: Intervention materials & diagnostic materials (LLI, Phonics for Reading, Rewards, DAR, etc.)</i>			
2	III.A.	Areas of Focus: ELA Lowest Quartile				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	390-Other Purchased Services	0931 - Peters Elementary School	General Fund		\$2,000.00
			<i>Notes: Reaching For The New Standards books from Rally to be used in small group.</i>			

	Total: \$105,067.00
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