

Charlotte County Public Schools

Peace River Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	23
Budget to Support Goals	0

Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

<http://yourcharlotteschools.net/pre>

Demographics

Principal: David Cookerly

Start Date for this Principal: 6/3/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 was approved by the Charlotte County School Board on 10/13/2020.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

<http://yourcharlotteschools.net/pre>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	D

School Board Approval

This plan was approved by the Charlotte County School Board on 10/13/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Keegan, Heidi	Principal	Principal will be responsible for monitoring fidelity of implementation of the plan. She is ultimately responsible for follow up on delegated duties and accountable for all results. After monitoring and analyzing progress and conferring with the Instructional Core Team, she is the final decision maker and will determine next steps to ensure student growth and achievement.
Polk, Vicki	Instructional Coach	As the Lead Teacher, Vicki Polk will serve as the facilitator for professional development, assessment coordinator, and instructional support to teachers. Her area of monitoring includes an emphasis on growth and achievement in Science.
Taylor, Erin	Instructional Coach	As the English Language Arts Coach, Erin Taylor will serve as the facilitator of the ESSA evidence-based Collaborative Classroom SIPPS intervention program. Her focus will include achievement, learning gains, and growth of bottom quartile in ELA.
White, Melissa	Assistant Principal	As the Assistant Principal, Melissa White will serve as the co-evaluator in teacher instructional practices. She will collect, analyze, and provide feedback to teachers regarding standards-based lessons, best teaching practices evaluated through Marzano Framework, and monitor the rigor of instruction.
O'Hara, Christine	Instructional Coach	As the Math Coach, Christine O'Hara will serve as the facilitator of the ESSA evidence-based "Do the Math" intervention program. Her focus will include achievement, learning gains, and growth of bottom quartile in Mathematics.
Flanigan, Michelle	Teacher, ESE	As the ESE Liaison, Michelle Flanigan will be responsible for monitoring the progress of our students with disabilities. She will work collaboratively with teachers to ensure fidelity in adherence to student IEPs and implementation of new strategies to support SWD with focus on achievement and learning gains, particularly those designated in the bottom quartile in Math, ELA, and Science. Her focus will include efforts to improve schoolwide practices as indicated in the BPIE plan.
Larrison, Rachel	Dean	As the Dean of Students/Restorative Justice Coach, Rachel Larrison will provide professional development and coaching to teachers to decrease amount of time students are out of the classroom, due to discipline issues, and increase instructional contact time. She will facilitate a mentoring program focused on student accountability for their learning and behavior as it impacts learning.
Mihalakis, Tina	Paraprofessional	As the Achievement and Family Associate, Tina Mihalakis will serve as the Parent Family Engagement Plan coordinator. She will work collaboratively with school personnel and families to increase

Name	Title	Job Duties and Responsibilities
		involvement focused on student achievement. Her focus will include implementation of new strategies to address areas of opportunity in accordance with the annual Title I Family Survey.
De La Espriella, Beatriz	Attendance/ Social Work	As the school social worker, Beatriz De La Espriella will serve as a liaison to families to assist in transition from virtual learning to the traditional brick and mortar learning environment. She will connect families with resources to address physiological and mental health needs.
Maloney, Sean	Instructional Coach	District Referendum Math Coach
Alexander, Denise	Teacher, K-12	ELL and Early Reading Interventionist

Demographic Information

Principal start date

Sunday 6/3/2018, David Cookerly

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

2019-20 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%)
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 .	

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	76	82	77	90	66	46	0	0	0	0	0	0	0	437
Attendance below 90 percent	0	15	11	10	3	3	0	0	0	0	0	0	0	42
One or more suspensions	0	2	1	2	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	1	1	7	8	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	2	16	2	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	1	2	0	4	6	0	0	0	0	0	0	0	13

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	6	13	7	2	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/13/2020

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	
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

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	
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

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	
	(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.

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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?

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. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Description: 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%.

Measurable Outcome: 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. Additional time to ensure best practices to support behavioral needs will be provided to our Behavioral Specialist and Restorative Justice Coach/Dean.

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. 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 Steps to Implement

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 and implement Tier II and Tier III ESSA evidence-based-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 workshops, Tuesday Faculty Learning Meetings, Specials planning periods, and district and school-based professional development days.
4. Utilize additional time with Behavior Specialist, School Social Worker, and School Psychologist provided by district referendum funds as well as the Restorative Justice Coach/Dean funded through Title I 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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Description: 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.

Measurable Outcome: 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: 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 implement Dr. Burns "Do the Math" Tier III Math intervention program with a select group of students in grades 1 through 5. Coaches, ESE teachers, and paraprofessionals will receive training in the program and be responsible for instruction and regular assessment which will take place at least 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.

Rationale for Evidence-based Strategy: 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 ESSA evidence-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. There will be provision of additional personnel, resources, and instructional time via PRE Math.

Action Steps to Implement

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 carryout instruction.
3. Assign Math Coach to provide Ready Math and iReady toolbox resources and monitor additional assignment of remedial lessons/domains in iReady.
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, Critical Concepts assessment results, Standards Mastery, and iReady.

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	<p>Description: Math Learning Gains</p> <p>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.</p>
Measurable Outcome:	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:	<p>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.</p> <p>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 and Critical Concepts assessments will allow for targeted support to teachers/student. Math Coaches will document their contribution to supporting these teachers/students.</p>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

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 workshops, 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, Critical Concepts assessments, Standards Mastery, and iReady.
5. Integrate school/family engagement activities focused on Math learning (Math & Movement, "Math Homework Help Strategies for Parents" by Math Coach, etc.)

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

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus	Description: Science Proficiency
Description and Rationale:	Rationale: Peace River Elementary students attained 43% C proficiency in the area of Science Achievement, a loss of 36% from the previous school year.
Measurable Outcome:	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. Evidence of learning will be collected in Science journals. Exemplary lesson 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> <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 and Critical Concepts, 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. Working with the District Science Curriculum Specialist in the 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>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Keeping in mind the physiological and psychological effects of COVID-19 and how it impacts schools, Peace River Elementary will make a concerted effort to address social emotional and mental health needs to promote student engagement and school participation (brick and mortar and/or virtual).

1. Establish Peace River Elementary COVID-19 Crisis Team to include administration, school nurse, guidance counselor, school social worker, school psychologist, dean, AFA family liaison paraprofessional, and school behavior specialist

2. Participate in the three tiered approach:

Tier 1:

-create a warm, welcoming preschool climate focused on listening to understand family/student needs

Tier 2:

-provide personalized outreach to families

-meet with parents to develop an action plan

-identify and address barriers

Tier 3:

-Provide unique, situationally-tailored supports for families which may include internal or community resources, time, and connection to key personnel

3. Follow key concepts:

-monitor chronic absence data; not just average daily attendance or truancy (research reasons such as illness, access to technology/resources, transportation, food/shelter scarcity, homelessness, etc.)

-emphasize positive reinforcement and engagement; not punitive action or blame

-ensure prevention and early intervention rather than remediation

4. Implement use of behavior specialist and dean to focus on restorative justice practices to reduce/eliminate time out of class, providing access to more instructional time

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 Sanford Harmony and CHAMPS curricula 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.

Parent Family and Engagement Plan (PFEP) Link

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