

Charlotte County Public Schools

# Peace River Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>28</b>
<b>Budget to Support Goals</b>	<b>29</b>

## 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (46%) 2017-18: B (54%) 2016-17: D (40%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 10/12/2021.

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>29</b>

## 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)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

### School Board Approval

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### SIP Authority

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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.**

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	Position Title	Job Duties and Responsibilities
Keegan, Heidi	Principal	The principal will be responsible for monitoring the 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, Literacy Leadership Team, and Mental Health 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 facilitator, and instructional support to teachers. Her area of monitoring includes an emphasis on growth of teachers in instructional practices and implementation of Tier 1 core curriculum.
Taylor, Erin	Reading Coach	As the English Language Arts Coach, Erin Taylor will serve as the facilitator of the ESSA evidence-based Leveled Literacy Intervention System. Her focus will include achievement, learning gains, and growth of bottom quartile in ELA.
O'Hara, Christine	Math 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 students with disabilities (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 the amount of time students are out of the classroom, due to discipline issues, and increase instructional contact time. She will facilitate the Positive Behavior Support Team, focused on student accountability for behavior as it impacts learning.
Mihalakis, Tina	Parent Engagement Liaison	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 involvement focused on student achievement. Her focus will include implementation of new family

Name	Position Title	Job Duties and Responsibilities
		engagement strategies to address areas of opportunity in accordance with the annual Title I Family Survey.
Alexander, Denise	Other	As the ELL Acceleration Teacher, Denise Alexander will be responsible for instructional acceleration and monitoring of achievement and growth progress for all English Language Learners, in accordance with the FPPI.
Lazinski, Heidi	School Counselor	As the school guidance counselor, Heidi Lazinski will be responsible for monitoring the fidelity of the Multi Tiered System of Supports (MTSS) process, ensuring the collection of intervention data for Tier 2 and Tier 3 supports in academics and behavior.
Howarth, Kelly	Attendance/ Social Work	As the school social worker, Kelly Howarth will provide families with access to resources to support good attendance. She will monitor attendance and act as a liaison to support transitions to and from the school (homeschooling, virtual, etc.) ensuring continuity of instruction.
Richardson, Jasmine	Psychologist	As the school psychologist, Jasmine Richardson will facilitate school-wide Social Emotional lesson study through the Mental Health Team. She will act as a liaison to families and provide resources for mental health supports in the community.
Alvarez, Doreen	Math Coach	As the referendum-funded District Math Coach, Doreen Alvarez will be responsible for the monitoring of school-wide, Tier 1 core Math instruction, with particular emphasis on achievement and learning gains.
Palmer, Abby	Assistant Principal	As the Assistant Principal, Abby Palmer-Thomas will serve as the coevaluator 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 within the core curriculum.
Drake, Sara	Other	As the Reading Intervention Teacher and Educational Leadership Intern, Sara Drake will monitor implementation of and student progress in the ESSA evidence-based Tier 3 intervention program Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS), provided to students in the bottom quartile.

## 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**

39

**Total number of students enrolled at the school**

573

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

11

### Demographic Data

## Early Warning Systems

### 2021-22

**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	75	102	99	86	93	89	0	0	0	0	0	0	0	544
Attendance below 90 percent	2	23	26	18	25	22	0	0	0	0	0	0	0	116
One or more suspensions	0	3	1	9	3	1	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	3	0	1	10	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	8	10	10	9	10	16	0	0	0	0	0	0	0	63

**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	1	3	7	0	0	0	0	0	0	0	14

**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	3	14	6	2	2	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	1	1	1	0	5	0	0	0	0	0	0	0	8

**Date this data was collected or last updated**

Thursday 8/5/2021

## 2020-21 - 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	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	

## 2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	62%	57%	53%	59%	56%
ELA Learning Gains				57%	57%	58%	52%	52%	55%
ELA Lowest 25th Percentile				59%	50%	53%	56%	41%	48%
Math Achievement				44%	63%	63%	56%	65%	62%
Math Learning Gains				37%	54%	62%	50%	54%	59%
Math Lowest 25th Percentile				29%	42%	51%	33%	39%	47%
Science Achievement				43%	54%	53%	79%	66%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	45%	69%	-24%	58%	-13%
Cohort Comparison						
04	2021					
	2019	46%	57%	-11%	58%	-12%
Cohort Comparison		-45%				
05	2021					
	2019	49%	56%	-7%	56%	-7%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	70%	-29%	62%	-21%
Cohort Comparison						
04	2021					
	2019	44%	60%	-16%	64%	-20%
Cohort Comparison		-41%				
05	2021					
	2019	36%	56%	-20%	60%	-24%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	52%	-16%	53%	-17%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring tools used includes:

Kindergarten- FLKRS, iReady, DRA

First Grade and Second Grade- iReady Reading, iReady Math, DRA

Third, Fourth and Fifth Grade- iReady Reading, iReady Math, APM (Reading and Math), USA Test Prep

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/8%	33/35%	49/52%
	Economically Disadvantaged	6/10%	22/31%	49/52%
	Students With Disabilities	1/5%	5/22%	9/56%
	English Language Learners	0/0%	3/23%	7/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/9%	31/33%	52/54%
	Economically Disadvantaged	4/7%	19/27%	33/49%
	Students With Disabilities	1/5%	4/18%	12/75%
	English Language Learners	0/0%	1/8%	5/33%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/12%	25/28%	41/50%
	Economically Disadvantaged	7/12%	18/27%	30/48%
	Students With Disabilities	2/8%	9/33%	14/74%
	English Language Learners	1/9%	1/8%	2/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/9%	25/28%	46/55%
	Economically Disadvantaged	7/12%	18/27%	34/53%
	Students With Disabilities	1/4%	12/44%	15/75%
	English Language Learners	2/18%	2/17%	3/27%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/37%	50/54%	20/34%
	Economically Disadvantaged	19/32%	31/48%	12/30%
	Students With Disabilities	2/8%	7/29%	1/8%
	English Language Learners	1/20%	3/50%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2%	17/19%	18/40%
	Economically Disadvantaged	1/2%	10/16%	10/37%
	Students With Disabilities	1/4%	5/21%	2/22%
	English Language Learners	0/0%	0/0%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/30%	37/46%	2/13%
	Economically Disadvantaged	15/28%	27/45%	2/14%
	Students With Disabilities	6/33%	8/42%	1/11%
	English Language Learners	0/0%	4/36%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/8%	33/42%	57/70%
	Economically Disadvantaged	1/2%	22/37%	40/65%
	Students With Disabilities	1/5%	6/30%	11/52%
	English Language Learners	0/0%	0/0%	5/45%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/27%	21/35%	35/55%
	Economically Disadvantaged	10/28%	15/35%	27/55%
	Students With Disabilities	1/6%	2/10%	6/29%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/22%	24/40%	37/57%
	Economically Disadvantaged	7/19%	17/40%	28/56%
	Students With Disabilities	3/17%	4/20%	7/35%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/60%	37/71%	-
	Economically Disadvantaged	20/59%	27/71%	-
	Students With Disabilities	7/44%	7/50%	-
	English Language Learners	0/0%	1/33%	-

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	51	71		56	62		50				
ELL	33			33							
BLK	46			45							
HSP	49			51							
MUL	67			58							
WHT	62	57		62	52		60				
FRL	55	58	58	53	55	70	63				
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				

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	46
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	62
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	63
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	59
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FSA data from 2020-2021 school year indicates a greater need for ELA proficiency in the earlier grade 3 to improve overall proficiency. Learning gains of the bottom 25% in ELA are apparent in all subgroups, but could be improved for Hispanic students, following previous years' trends. Math saw significant gains in both the bottom quartile and overall, but improved proficiency rating is sought. No subgroup of FPPI fell below the threshold of 41 this year, however we are still looking for greater proficiency from SWD. Science achievement scores seem to be unstable over the years and need to be stabilized, ensuring proficiency of all subgroups.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas demonstrating the greatest need for improvement, according 2019 data, were Mathematics in two areas (learning gains and gains of bottom quartile). Students with Disabilities lagged behind in growth and proficiency in both ELA and Math.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include the need for small group instructional expertise in Math instruction, attention to standards, and lack of basic skills to master tasks. There was a decline in regular attendance, due to COVID-19, causing disruption to access to highly qualified educators providing direct instruction with high rigor. New actions would include acquisition of evidence-based intervention in Math, professional development and coaching from highly qualified Math Coach, and intentional efforts to improve attendance/access to face-to-face or virtual instruction.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The greatest improvements came in Math gains of bottom quartile, Math learning gains overall, followed by Science achievement.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to these improvements include implementation of additional 30 minutes in Master Schedule for math foundations, implementation of Do the Math evidence based intervention with 4th and 5th grade students in bottom quartile, school-wide implementation of "Problem of the Day", coaching and modeling from school Math Coach and District designated Math Coach, and "Math Talk

Mondays" activities on the morning news program. Science scores saw an increase with designated departmentalized instruction in the 5th grade and school-wide focus on Science vocabulary.

### **What strategies will need to be implemented in order to accelerate learning?**

To accelerate learning in the 2021-2022 school year, school-wide instruction will align to CCPS "Critical Concepts" with the BEST Standards, utilizing approved core curriculum (new Benchmark). The Master Schedule includes additional focused time for Tier 2 and Tier 3 evidence-based programs (LLI, SIPPS, and Do the Math) in ALL Peace River Elementary classrooms K-5, under the guidance and monitoring of designated content coaches.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities already under way and delivered via Collaborative Planning, PLCs at team meetings, Faculty Learning Meetings, School-based professional development days, district-based professional development days and offered outside of contract time in the implementation plan include:

- Benchmark Advance
- Dr. Burns "Do the Math"
- Leveled Literacy Intervention (LLI)
- Critical Concepts K-2 and 3-5
- BEST Standards
- Positive Alignment of BPIE indicator training
- continuation of Comprehensive Literacy Framework (with our Literacy Leadership Team)
- Ready Math
- Key Literacy PD
- Marzano Elements for Highly Effective Teaching Strategies (for new NET teachers)
- CANVAS Learning Management System for instructional access during virtual learning

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional strategies to be implemented in the 2021-2022 school year to ensure sustainability of improvement include the acquisition of a Reading Recovery teacher, a literacy intervention teacher, and the implementation of the Tier 2 and Tier 3 evidenced-based programs in all classrooms, school-wide, rather than only a few in grades 4 and 5.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Peace River Elementary intends to increase ELA proficiency, particularly of the 3rd grade, in accordance with the Reading Achievement Initiative for Scholastic Excellence (RAISE) program initiative. Additional consideration will be given to the previous cohort, now in 4th grade, with focus on increasing ELA gains of the bottom quartile. Data includes 44% overall in grades 3-5 did not attain level 3 on FSA. Percentage of students in grades K-3 based on 2020-2021 who are not on track to score a level 3 is at 43.75%
<b>Measurable Outcome:</b>	Our goal is to increase overall ELA proficiency on the FSA in grades 3-5 from 56% to 58%, with emphasis on 3rd grade from 47% to at least 51% proficiency in the 2021-2022 school year. K-2 will increase their percent proficient, according to iReady, by a minimum of 4% for each grade level.
<b>Monitoring:</b>	Progress will be monitored through our district required and school-based assessments found in our K-12 Comprehension Evidence-Based Reading Plan (CERP) to include: Benchmark Interim, APM, FLKRS, DIBELS, iReady diagnostics, FSA, FSAA, and WIDA.
<b>Person responsible for monitoring outcome:</b>	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	Peace River Elementary will increase student achievement through intentional collaborative planning for all tiers of ELA instruction, adherence to Critical Concepts pacing of Standards, and differentiation in small group instruction. We will ensure a full 90 minutes of Tier I instruction using the newly adopted Benchmark Advance, provide an additional 30 minutes for Tier 2 intervention/acceleration (LLI), and add an additional 30 minutes of Tier 3 intervention/acceleration for students identified as "Reading Deficient" with evidence-based curricula/materials (SIPPS and Benchmark Intervention) and highly qualified instructional personnel.
<b>Rationale for Evidence-based Strategy:</b>	Additional access to instructional time with a highly qualified educator, using evidence-based programs, will ensure growth and proficiency (as evidenced in the 2020-2021 school data). Programs/curricula are selected from ESSA list and rated "moderate" or "strong".

**Action Steps to Implement**

1. Principal will develop a Master Schedule to include uninterrupted blocks of time for all grade levels K-5 to include: Tier I 90 minutes minimum, Tier II 30 minutes minimum, Tier III 30 minutes minimum, acquire the necessary evidence based curricula, and use Title funds to acquire highly qualified ELA personnel.

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

2. Peace River Elementary will establish a School Literacy Leadership Team in accordance with the District K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the purpose of monitoring and providing feedback regarding effective literacy instruction that is explicit, systematic, and sequential with emphasis on Florida's Formula for Success.

**Person Responsible** Abby Palmer (abby.palmer@yourcharlotteschools.net)

3. Plan and provide professional development and coaching in Comprehensive Literacy Framework, BEST Standards, and Tier I evidence-based curricula and progress monitoring for Benchmark Advance.

**Person Responsible** Vicki Polk (vicki.polk@yourcharlotteschools.net)

4. Plan and provide professional development and coaching in Fountas and Pinnell Leveled Literacy Intervention (LLI) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), evidence-based Tier II and Tier III programs.

**Person Responsible** Erin Taylor (erin.taylor@yourcharlotteschools.net)

5. Provide intensive intervention to students and monitor implementation of evidence-based programs for fidelity as the district designated "champion" for the Multi-tiered System of Support (MTSS) Team at Peace River Elementary.

**Person Responsible** Sara Drake (sara.drake@yourcharlotteschools.net)

6. Acquire and train designated teacher in Reading Recovery as a Tier 3 intervention for first grade students

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

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	Peace River Elementary intends to increase Math proficiency, particularly of the 3rd grade.
<b>Description and Rationale:</b>	Additional consideration will be given to the previous cohort, now in 4th grade, with focus on increasing Math gains of the bottom quartile and learning gains overall.
<b>Measurable Outcome:</b>	Our goal is to increase overall Math proficiency grades 3-5 from 57% to 59%, with emphasis on 3rd grade from 48% to at least 52% proficiency in the 2021-2022 school year.
<b>Monitoring:</b>	Progress will be monitored through our district required and school-based assessments APM, Ready Math, Mastery Connect, iReady diagnostics, "Do the Math" progress monitoring of modules, FSA, and FSAA.
<b>Person responsible for monitoring outcome:</b>	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	Peace River Elementary will increase student achievement through intentional collaborative planning for core Math instruction and acceleration including adherence to Critical Concepts pacing of BEST Standards, and differentiation in small group instruction. We will ensure a core block for Tier I instruction using Ready Math and instructional strategies set forth in the BEST Standards for Math. We will provide an additional 30 minutes for Tier 2/3 intervention/acceleration with evidence-based curricula/materials (Do the Math), school-wide by highly qualified instructional personnel.
<b>Rationale for Evidence-based Strategy:</b>	Additional access to instructional time with a highly qualified educator, using evidence-based programs, will ensure growth and proficiency (as evidenced in the 2020-2021 school data). Programs/curricula are selected from ESSA list and rated "moderate" or "strong".

**Action Steps to Implement**

1. Principal will develop a Master Schedule to include uninterrupted blocks of time for all grade levels K-5 to include: Tier I core instruction, Tier II/III 30 minutes minimum, acquire the necessary evidence based curricula, and use Title funds to acquire highly qualified Math personnel.

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

2. Plan and provide professional development and coaching in BEST Math Standards, Tier I core curricula, and Tier 2/3 Do the Math, evidence based intervention program (K-5).

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

3. Provide intensive intervention to students, coach identified teachers, and monitor implementation of evidence-based curricula and instruction at Peace River Elementary.

**Person Responsible** Doreen Alvarez (doreen.alvarez@yourcharlotteschools.net)

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

<b>Area of Focus Description and Rationale:</b>	Although the 2020-2021 data showed tremendous gains that would allow the exit from TS&I status, we acknowledge an ongoing need to support students in all of our subgroups with intentional efforts to close the achievement gap and ensure proficiency in ELA, Math, and Science.
<b>Measurable Outcome:</b>	Once again, Peace River Elementary's goal is to ensure the achievement and gains of all subgroups over the threshold of 41% in all categories, eliminating the TS&I status.  Progress will be monitored through our district required and school-based assessments (ELA found in our K-12 Comprehension Evidence-Based Reading Plan) to include: Benchmark Interim, APM, FLKRS, DIBELS, iReady diagnostics, FSA, FSAA, and WIDA. Math progress will be monitored through our district required and school-based assessments APM, Ready Math, Mastery Connect, iReady diagnostics, "Do the Math"
<b>Monitoring:</b>	progress monitoring of modules, FSA, and FSAA. Other data considered for Students with Disabilities may include progress toward personalized goals in Individual Education Plans (IEP). English Language Learners may also show progress in district acquired Brain Pop and Rosetta Stone from Lexia Learning. Data collection for these subgroups may require the assistance of District allocated psychometrician, Doug Dunakey.
<b>Person responsible for monitoring outcome:</b>	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	Students in subgroups will be provided not only access to the core curriculum (Benchmark, Ready Florida, Elevate Science) with supports, but also full access to evidence-based intervention/acceleration programs (LLI, SIPPS, Do the Math) by highly qualified personnel (certified ESE teachers, Reading Coach, Math Coach, early reading intervention teacher, and ELL teacher).  Often times, striving students in these subgroups are provided intervention during core instructional time, putting them further behind. Additional access to instructional time with a highly qualified educator, using evidence-based programs, will ensure growth and proficiency (as evidenced in the 2020-2021 school data).
<b>Rationale for Evidence-based Strategy:</b>	Often times, striving students in these subgroups are provided intervention during core instructional time, putting them further behind. Additional access to instructional time with a highly qualified educator, using evidence-based programs, will ensure growth and proficiency (as evidenced in the 2020-2021 school data). Programs/curricula are selected from ESSA list and rated "moderate" or "strong".

**Action Steps to Implement**

1. Principal will develop a Master Schedule that ensures all students in all subgroups have access to core content instruction (ESE minutes within this time) as well as additional access to intervention/acceleration, acquire the necessary evidence based curricula, and use supplemental grant funds to acquire highly qualified personnel (ELL teacher, early literacy intervention teacher, Math Coach, ELA Coach)

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

2. Instructional Core Team will meet to review the BPIE to ensure Peace River Elementary's efforts to close achievement gaps and accelerate learning of students with disabilities (SWD).

**Person Responsible** Michelle Flanigan (michelle.flanigan@yourcharlotteschools.net)

3. Provide direct instruction to students, professional development school-wide, and coaching to teachers and ELL paraprofessionals regarding best practices in teaching English Language Learners.

**Person Responsible** Denise Alexander (denise.alexander@yourcharlotteschools.net)

4. Access and analyze comparative data at the state, district, school, and grade level for targeted improvement.

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

**#4. Culture & Environment specifically relating to Early Warning Systems**

<b>Area of Focus Description and Rationale:</b>	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). Data reviewed includes attendance data (non-attendance, absences, tardies, and early release), visits to supports (school social worker, psychologist, school counselor), and discipline data as it impacts loss of instructional time.
<b>Measurable Outcome:</b>	Peace River Elementary will increase enrollment/decrease withdraws, as well increase average daily attendance (access to instruction) in comparison to the 2020-2021 data.
<b>Monitoring:</b>	The Whole-Child Core Team will meet monthly to review enrollment, discipline, and attendance data from FOCUS. The team will discuss individualized plans to support identified students and families as indicated in the Early Warning Systems.
<b>Person responsible for monitoring outcome:</b>	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	Whole-Child Core Team will participate in effective two-way communication with various stakeholders to create a network of support and partnership to identify, assess, and address the individualized needs of students and their families. Evidence-based programs may include Check and Connect, Big Brothers and Big Sisters Mentoring Program, and Warning Intervention and Monitoring System (EWIMS).
<b>Rationale for Evidence-based Strategy:</b>	Collaborative team members with varying perspectives and areas of expertise can lend their knowledge and skills to work together for a desired result. Families and students alike will form relationships with particular personnel that can help them, resulting in increased academic success.
<b>Evidence-based Strategy:</b>	Programs/curricula are selected from ESSA list and rated "moderate" or "strong".

**Action Steps to Implement**

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

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

2. 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

**Person Responsible** Kelly Howarth (kelly.howarth@yourcharlotteschools.net)

3. Facilitate Tier I Positive Behavior Support strategies school-wide, and work with behavior specialist on Tier 2/3 behavioral interventions for SWD, and restorative justice practices to reduce/eliminate time out of class, providing access to more instructional time.

**Person Responsible** Rachel Larrison (rachel.larrison@yourcharlotteschools.net)

4. Engage families in workshops to support their children with academics as well as grant access to resources to help do so to reassure them of partnership in student achievement

**Person Responsible** Tina Mihalakis (tina.mihalakis@yourcharlotteschools.net)

5. Act as liaison to families to include them in the MTSS process, discussing successes with Tier 2 and Tier 3 interventions (both academic and behavioral) and provide information to additional strategies and resources.

**Person Responsible** Heidi Lazinski (heidi.lazinski@yourcharlotteschools.net)

6. Facilitate school-wide Social Emotional lesson study through the Mental Health Team and act as a liaison to families to provide resources for mental health supports in the community.

**Person Responsible** Jasmine Richardson (jasmine.richardson@yourcharlotteschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Peace River Elementary has seen a sharp decrease in the number of out of school suspensions, due the acquisition of a school dean/restorative justice coach. The focus is on Tier I Positive Behavior Support. We work closely with our behavior specialist to identify target behaviors to be supported through evidence-based strategies. Further consideration must be given to students experiencing trauma. Data shows most of our out of school suspensions are attributed to individual students who are repeat offenders. We recognize that these students require specialized plans. This year, new efforts include:**

- 1. regularly scheduled problem solving meetings for individual students with a team of experts in their field**
- 2. provision of social stories related to the infraction, provided during non-instructional time**
- 3. scheduled check-ins with a caring adult**
- 4. detailed documentation of maladaptives to identify antecedent and response to the behaviors for shaping**
- 5. documented communication and collaboration with families and partners in their child's education**

## 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.

Peace River Elementary's theme this year is "The Best Year Ever: High Expectations and Big Celebrations". The learning environment focuses on the WHOLE child, with efforts focused on overcoming barriers. We regularly provide school-wide social emotional lessons to build relationships and establish trust to do the hard work of learning together. We work closely with many organizations and community partners to provide resources to promote healthy living and growth. The school vision is "A place of learning and leadership where every person is proud to be a Panther". Students, staff, and families are proud to be Panthers both at the school and out of the building. Through the pandemic, Peace River has risen to be a place of peace and persistence. We are thankful for our partnerships and supporters in the community. This year, we celebrate 60 years in Charlotte County and could not be more proud of our recent successes. We will continue to share the wonderful things happening in our school and the contribution of the community through our PTO and SAC organizations, as well as our collaboration with organizations that support instruction.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students- the most important stakeholders, these individuals advocate for what makes their school a great learning environment and take action to shape it

Instructional Core Team- analyze data, acknowledging the successes, and frame challenges with a positive mindset, focused on improving instruction at school, grade, and classroom level

Whole-Child Core Team- focuses on creating an environment that considers differentiated needs

Mental Health Team- focuses on ensuring students and staff have strategies to help them acknowledge their thoughts and feelings and provide skills to adapt and ensure success

Team Leaders- guide grade levels to work collaboratively to contribute to the school wide success

Teachers- according to research, the number one factor in student achievement, create positive relationships with students and staff and hold high expectations for student performance

Support Personnel- often act as the liaisons across the school, connecting themes and goals, encouraging students and staff alike

School Advisory Team- works with administration to review, approve, and update the School Improvement Plan, giving input on strategies and budget to improve student achievement, representing the demographics of the school makeup

Parent Teacher Organization- A collaborative group of parents and staff with focus on fundraising efforts to improve the school climate through school projects, field trips, and appreciation events

Partnership Performance Team- designated members representing the staff, they help in the decision

making process related to curriculum, school improvement plan, master schedule, and all things related to safety.

District supports- divisions focused on supporting learning, student services, facilities, human resources, and technology to ensure that our school has everything it needs for a safe and successful school year

CCPS School Board- community representatives focused on ensuring that all students receive the high quality public education that they are entitled to

Business and Organizations- partners that support efforts to keep our schools focused on instruction and learning, often providing encouragement through provision of donations or spirit nights

Individual Sponsors/Donors- often anonymous in nature, provide opportunities to access unique programs or materials, not typically afforded by local budgets; they show our students and staff the greater good

Leadership/Administration- responsible for the vision, planning, and monitoring of all of the moving parts to make our school the best that it can be for our students, staff, families, and beautiful community.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
Total:			\$0.00