Peace River Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

http://yourcharlotteschools.net/pre

Demographics

Principal: David Cookerly

Start Date for this Principal: 7/1/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (46%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 Multi Tiered System of Support Team, she is the final decision maker and will determine next steps to ensure student growth and achievement.
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 curriclum. She orchestrates targeted professional development and facilitates the Literacy Leadership Team.
Drake, Sara	Reading Coach	As the Reading Coach, Sara will serve as the facilitator of the ESSA evidence-based Leveled Literacy Intervention System. Her focus will include proficiency by impementation of the B.E.S.T. Standards and Benchmark Universe. Sara will oversee use and fidelity of evidence-based Tier 2 and Tier 3 programs (LLI and SIPPS). She is the MTSS Champion. Sara will also act as the instructional leader for the Foundations Intersession camp focused on K-3 reading foundations. She is currently in coursework to receive the Florida Literacy Coach certification.
O'Hara, Christine	Math Coach	As Math Coach, Christine O'Hara will collect data on implementation of Tier 1 newly adopted Reveal curriculum focused on Math achievement and monitor progress on Florida FAST assessments.
Alvarez, Doreen	Math Coach	As the District Math Coach, Doreen Alvarez will serve as the facilitator of the ESSA evidence-based "Do the Math" intervention program. Her focus will include achievement in Mathematics. Doreen will also facilitate the Jim Knight Coaching Cycle with our instructional coaches.
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.
Flanigan, Michelle	Other	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, 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.

Name	Position Title	Job Duties and Responsibilities
Smith, Jessica	Other	As the Reading Intervention Teacher and Educational Leadership Intern, Jessica Smith 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. Jessica will provide direct instruction and collect data on Intensive (Tier 4) instruction for students in grades 2 and 5. She will also facilitate the Reading Foundations Intersession Camp for grades K-3.
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 engagement strategies to address areas of opportunity in accordance with the annual Title I Family Survey.

Demographic Information

Principal start date
Sunday 7/1/2018, David Cookerly

Number of teachers with a 2022 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 2022 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.*
14

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
574

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	96	84	77	103	80	103	0	0	0	0	0	0	0	543
Attendance below 90 percent	4	25	21	37	25	31	0	0	0	0	0	0	0	143
One or more suspensions	1	1	1	0	1	9	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	0	9	2	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	21	29	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	16	36	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	3	18	6	6	10	14	0	0	0	0	0	0	0	57

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	3	7	15	0	0	0	0	0	0	0	25

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	13	3	7	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

Thursday 8/18/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	59%	56%				51%	62%	57%
ELA Learning Gains	49%	60%	61%				57%	57%	58%
ELA Lowest 25th Percentile	43%	48%	52%				59%	50%	53%
Math Achievement	52%	65%	60%				44%	63%	63%
Math Learning Gains	50%	61%	64%				37%	54%	62%
Math Lowest 25th Percentile	45%	54%	55%				29%	42%	51%
Science Achievement	47%	56%	51%				43%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	69%	-24%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	46%	57%	-11%	58%	-12%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	56%	-7%	56%	-7%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	70%	-29%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	44%	60%	-16%	64%	-20%
Cohort Comparison		-41%				
05	2022					
	2019	36%	56%	-20%	60%	-24%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	52%	-16%	53%	-17%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	44	45	50	54	53	54	41				
ELL	32	35		40	38		20				
BLK	36	44		42	46	50	33				
HSP	45	52		52	45		42				
MUL	67	64		69	55						
WHT	46	48	37	53	53	44	53				
FRL	42	50	48	49	49	45	48				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	65
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	42
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	49
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	64
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 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	48
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021-2022 school year indicates a greater need for ELA and Math proficiency across all groups. Only ELL fell below the threshhold of 41 in FPPI this year, however we are always looking for increased proficiency. Science achievement scores seem to align with reading proficiency scores with exception to ELL students who performed significantly lower in Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas demonstrating the greatest need for improvement, according 2022 data, were ELA bottom quartile gains (43%) and Math bottom quartile gains (45%). Peace River Elementary aims to improve proficiency in all grade levels, particulary 3rd grade Reading, 4th grade Math, and Science for ELL students.

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 expertise in teaching newly adopted Benchmark Tier 1 reading and B.E.S.T. standards. In Math instruction, attention to B.E.S.T. 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 additional personnel to support reading intervention and professional development in the tier 1 Reading and Math programs and B.E.S.T. standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off of progress monitoring and 2022 state assessments, improvements can be acknowledged in Math achievement for ELL, Hispanic, and Multirace subgroups.

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

Many students from subgroups received tier 2 Math intervention with evidence-based program, Do the Math, in addition to their Tier 1 instruction.

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

To accelerate learning in the 2022-2023 school year, school-wide instruction will align with the BEST Standards, utilizing approved core curriculum (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. Administration will meet with all grade level teams after EVERY data point (unit assessments, district assessments, state assesments) to review proficiency data and prescribe next steps.

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 opportunitities will include: school wide professional development by instructional coaches every week on Tuesdays at the Faculty Learning Meetings, collaborative planning sessions with content experts from district office, webinars and in-person training with Benchmark and Reveal trainers, targeted Key PD Literacy, offerings by master teachers/Reading Recovery teacher, webinars provided by Regional Literacy Directors for Literacy Leadership Team, District professional development offerings (PBIS, mental health, etc.), professional organizations such as Florida Association of School Administrators and National Association of Elementary School Principals.

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

Additional services include an early literacy interventionist providing small group instruction to grades K-2 and intensive (tier 4) intervention to grades 2 and 5. An additional partiime interventionist (Reading Recovery certified) will service students in grades 1 and 2. The Reading Coach, both Math coaches, and Dean will complete Jim Knight cycles of coaching with teachers identified as needing additional support.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area was identified as a critical need as 2021-2022 indicated overall ELA proficiency at 46% for grades 3-5, designating us a RAISE school. Rationale includes overall decrease in ELA achievement from 56%B to 46% C.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Peace River Elementary intends to increase ELA proficiency in grades 3-5 by a minimum 5% points overall to achieve a minimum of 51%, working toward the ultimate goal of 100% proficient.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 Unit assessments, FAST, FSAA, and WIDA. Administration will facilitate Data PLCs with grae levels at every data point, indicated on the assessment calendar.
Person responsible for monitoring outcome:	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Peace River Elementary will increase student achievement through intentional collaborative planning for all tiers of ELA instruction, adherence to district pacing of Standards and core curriculum, 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. Students in grades 2 and 5 may receive

implemented for this Area of Focus.	intensive intervention (tier 4) from the interventionist, via the state waiver, using the evidence-based programs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Additional access to instructional time with a highly qualified educator, using evidence-based programs, will ensure growth and proficiency. Programs/curricula are selected from ESSA prescribed list and rated "moderate"or "strong" and implemented across the district, as outlined in the K-12 CERP.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 ESSR and Title funds to acquire highly qualified ELA personnel.

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

Principal will hire reading interventionist to provide additional Tier IV intensive instruction to individual students in grades 2 and 5, via the state waiver.

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

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	Abby Palmer (abby.palmer@yourcharlotteschools.net)

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

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

Provide coaching to teachers 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)

Provide intensive intervention to students and monitor implementation of evidence-based tier 2 and tier 3 programs. Provide instensive (tier IV) intervention to students in grades 2 and 5.

Person Responsible Jessica Smith (jessica.smith@yourcharlotteschools.net)

Implement K-5 schoolwide plan to engage consultants from Tier I core curriculum (Benchmark Advance) in ongoing professional development with grade level teachers to ensure best pracctices in the 90 minute reading block.

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

Conduct Data PLCs with all K-5 grade level teachers immediately following all scheduled assessments to analyze student achievement data with focus on proficiency.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area was identified as a critical need as 2021-2022 indicated overall Math proficiency at 52% for grades 3-5. Rationale includes overall decrease in Math achievement from 57% B to 52% C.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Peace River Elementary intends to increase Math proficiency in grades 3-5 by a minimum 1% point overall to achieve a minimum of 53%, working toward the ultimate goal of 100% proficient.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress will be monitored through our district required and school-based assessments to include: Reveal Unit assessments, FAST, FSAA, and Do the Math modules. Administration will facilitate Data PLCs with grade levels at every data point, indicated on the assessment calendar.
Person responsible for monitoring outcome:	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Peace River Elementary will increase student achievement through intentional collaborative planning for core Math instruction and acceleration including adherence to district pacing of curriculum in alignment with B.E.S.T. Standards, and differentiation in small group instruction. We will ensure a core block for Tier I B.E.S.T. 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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Additional access to instructional time with a highly qualified educator, using evidence-based programs, will ensure growth and proficiency. Programs/curricula are selected from ESSA list and rated "moderate"or "strong

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Provide state-issued training in B.E.S.T. Math standards and Tier I core curriculum Reveal.

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

Facilitate Jim Knight coaching cycles between academic coaches and teachers.

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

Provide professional development and coaching/modeling in Do the Math tier II/III evidence-based intervention.

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

Conduct Data PLCs with all K-5 grade level teachers immediately following all scheduled assessments to analyze student achievement data with focus on proficiency.

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2021-2022 FPPI data, critical need is identified for multiple areas for English Language Learners including ELA achievement (32), Math Achievement (40), Science achievement (20). The overall score of 38 is the only subgroup that does not meet the threshhold and earns the school designation of TS&I out of 7 subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Peace River Elementary's goal is to ensure the achievement of ALL subgroups over the threshold of 41% in all categories, eliminating the TS&I status with emphasis in improving Science for ELL students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 unit assessments, FAST, FSAA, and WIDA. Math progress will be monitored through our district required and school-based assessments Reveal unit assessments, Do the Math progress monitoring of modules, FAST, and FSAA. Other data considered for English Language Learners may include progress toward LEP goals.
Person responsible for monitoring outcome:	Heidi Keegan (heidi.keegan@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students in subgroups will be provided not only access to the core curriculum (Benchmark, Reveal, 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).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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. Programs/curricula are selected from ESSA list and rated "moderate"or "strong".

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Instructional Core Team will meet to evaluate implementation with fidelity the BPIE to ensure Peace River Elementary's efforts to close opportunity gaps and accelerate learning of students with disabilities (SWD), MTSS Action Plan to review intervention supports to all subgroups, PBIS Plan to ensure access to instruction (limiting suspensions and promoting positive attendance particularly for subgroups), and the Family Engagment Plan to include families as stakeholders in their child's learning.

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

Provide direct instruction to students, professional development school-wide, and coaching to teachers and ELL paraprofessionals regarding best practices in teaching English Language Learners with emphasis on Science in the 2022-2023 school year.

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

Provide daily opportunities for ELL students to engage in Lexia learning in the computer lab with ELL teacher, promoting vocabulary and language instruction.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to 2021-2022 EOY Benchmark Interim Assessment 4, the following percentages of students were below proficiency of 80%: Kindergarten 30%, 1st grade 67%, 2nd grade 75%
According to EOY Developmental Reading Assesment, the following percentages of students were below mastery/proficiency: Kindergarten 45%, 1st grade 45%, 2nd grade

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to 2021-2022 FSA, 46% of students in grades 3-5 were proficient in ELA. Raw data indicated 33% proficient in grade 3, 37% proficient in grade 4, and 46% proficient in grade 5.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Increase Kindergarten proficiency in DRA by 3% from 55% to 58%
Increase 1st grade proficiency in DRA by 3% from 55% to 58%
Increase 2nd grade proficiency in DRA by 3% from % to %

Grades 3-5: Measureable Outcome(s)

To achieve overall proficiency (from 46% FSA) to minimum of 51% and remove RAISE status.
Attain initial 3rd grade FAST proficiency (from 33% FSA) to 51%
Attain initial 4th grade FAST proficiency (from 37% FSA) to 51%
Attain initial 5th grade FAST proficiency (from 46% FSA) to 51%

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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 unit assessments, FAST, DIBELS, FSAA, WIDA, and DRA. Data PLCs with administration and grade level teachers will take place after every assessment, as scheduled. Data Days will be provided at the district and school level.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Keegan, Heidi, heidi.keegan@yourcharlotteschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

PRE will increase student achievement through intentional collaborative planning for all tiers of ELA instruction and adherence to district Standards pacing. We ensure 90 minutes of Tier I instruction using Benchmark, provide additional 30 minutes for Tier 2 intervention (LLI), and additional 30 minutes of Tier 3 intervention for students identified as "Reading Deficient" with evidence-based curricula (SIPPS and Benchmark Intervention) and highly qualified instructional personnel. The evidence-based programs are prescribed by the district's K-12 Comprehensive Evidence-based Reading Plan. Programs/curricula are selected from ESSA list and rated "moderate"or "strong"and align to B.E.S.T. Standards. Fidelity of implementation can be accessed through EDIS as part of the multi-tiered system of support (MTSS) with tier 2 data collected bi-weekly and tier 3 data collected weekly. Benchmark assessments are reviewed by district and school leaders. School administration will meet with teams after each assessment. The Literacy Leadership Team will review schoolwide data monthly.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based programs are prescribed in the district K-12 CERP where interventions are determined through a decision tree and address the speific need of each student, according to his/her data. The programs are ESSA rated as "strong" or "moderate" and have proven record of effectiveness, particularly with subgroups.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Principal will hire two highly qualified/Reading endorsed primary reading interventionists to provide direct instruction to students in grade K-2 during tiers 1, 2, and 3, according to the Master Schedule. The interventionists serve on the Literacy Leadership Team and provide professional learning opporutnities in the foundations of reading. They conduct regular assessment as part of the MTSS process and engage in progress monitoring of the interventions.	Keegan, Heidi, heidi.keegan@yourcharlotteschools.net
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. Focus includes regular communication with Regional Literacy Directors and Learning Walks.	Palmer, Abby, abby.palmer@yourcharlotteschools.net
Principal will enage in full year K-5 comprehensive plan to consult with Tier 1 core curriculum consultants from Benchmark Advance to examine fidelity to program, ensure instructional practices aligned to B.E.S.T. standards, provide professional development and literacy coaching, and evaluate effectiveness of instruction and assessment.	Keegan, Heidi, heidi.keegan@yourcharlotteschools.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Peace River Elementary's 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. 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. We have affectionately dubbed this year as "The Year of the Family" in hopes that are efforts to gain family involvement will be fruitful, benefitting all students.

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

Students- the most important stakeholders, these individuals advocate for what makes their school a great learning enviroment 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 Committee- 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 Commitee- 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 recievethe high quality public education that they are entitled to
Business and Organizations- partners that support efforts to keep our schools focused oninstruction 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.