

Charlotte County Public Schools

Peace River Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Peace River Elementary School

4070 BEAVER LN, Port Charlotte, FL 33952

<http://yourcharlotteschools.net/pre>

School Board Approval

This plan was approved by the Charlotte County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Cookerly, David	Principal	The principal will be responsible for monitoring the fidelity of implementation of the plan. He 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, he 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 curriculum. She will also help the Team Leader and Coaches in focusing support based off data obtained throughout the school year. Abby will continually check and monitor lesson plans for rigorous, purposeful, standards-based planning throughout the year. She also orchestrates targeted professional development, NET (new teachers) support programs, and facilitates the Literacy Leadership Team.
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.
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. She will also increase community engagement and communication through increased activity in our PRE Social Media Accounts.

Name	Position Title	Job Duties and Responsibilities
Smith, Jessica	Teacher, K-12	The Lead Teacher will be the lead learner of the school site: serving as the professional development coordinator and provides needed resources for all staff; providing collegial, technical, and coaching support to staff on curriculum, instructional resources and strategies. She will also be a point person for NET, Coaching, Assisting & Supporting Teachers (CAST) programs. Jessica will facilitate the use of data for increased student achievement and model effective instructional practices. She is also mtss champion
Currier, Sandi	Attendance/ Social Work	Sandi serves as our full time school based social worker. She works to monitor attendance, she is our attendance coordinator. Our attendance intervention is Check and Connect, Sandi serves as our check and connect coordinator for our school. This is a focus initiative this year. Sandi also provides social groups and counseling as needed for our students. She serves as the coordinator of our Panther Pantry with Harry Chapin Food Bank and Liason for our homeless families.
Hooper, Cari	School Counselor	Our School counselor is the coordinator of the Multitiered support interventions system. She is part of our mental health team on campus and works with students for social skill groupings and individualized counseling.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Initial data analysis and School Improvement Plan Goals presented to school staff at the beginning of the 23-24 school year. Drafted plan presented to community through 1st annual SAC Meeting. Drafted plan presented to community through 1st annual PTO Meeting. Draft Plan reviewed, PTO/SAC revisions taken into consideration, and finalized by Peace River CORE Team.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

CORE will meet to discuss progress in SIP goals through FAST and other state/district Assessment Data analysis. School data is reviewed and adjusts will be made as needed, which may include changes to master schedule, additional support for teachers, flexible grouping of students, and additional resources to close the achievement gap. School leaders will disseminate data through collaborative planning and Child Talk Meetings. School Administrators, the Lead Teacher, and Academic Coaches will continually collaborate, plan, and deliver coaching and professional development to ensure SIP goals progress is being made. The SIP plan will also be monitored and supported through a 20-day action plan, with focus on instructional practices.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	1	28	21	18	25	21	0	0	0	114	
One or more suspensions	0	5	3	3	2	0	0	0	0	13	
Course failure in English Language Arts (ELA)	0	0	0	1	2	0	0	0	0	3	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	6	22	19	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	5	20	14	0	0	0	39	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	23	28	13	2	4	0	0	0	72	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	8	34	16	0	0	0	60

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	7	4	1	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	25	21	37	25	31	0	0	0	143	
One or more suspensions	1	1	1	0	1	9	0	0	0	13	
Course failure in ELA	0	0	0	0	9	4	0	0	0	13	
Course failure in Math	0	0	0	0	9	2	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	6	21	29	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	5	16	36	0	0	0	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	18	6	6	10	14	0	0	0	57	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	7	15	0	0	0	25

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	13	3	7	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	25	21	37	25	31	0	0	0	143	
One or more suspensions	1	1	1	0	1	9	0	0	0	13	
Course failure in ELA	0	0	0	0	9	4	0	0	0	13	
Course failure in Math	0	0	0	0	9	2	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	6	21	29	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	5	16	36	0	0	0	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	18	6	6	10	14	0	0	0	57	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	7	15	0	0	0	25

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	13	3	7	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	56	53	46	59	56	56		
ELA Learning Gains				49			59		
ELA Lowest 25th Percentile				43			54		
Math Achievement*	46	59	59	52	48	50	57		
Math Learning Gains				50			59		
Math Lowest 25th Percentile				45			75		
Science Achievement*	43	54	54	47	65	59	61		
Social Studies Achievement*					61	64			
Middle School Acceleration					53	52			
Graduation Rate					56	50			
College and Career Acceleration						80			
ELP Progress	64	65	59	65			83		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	39	Yes	2	
AMI				
ASN				
BLK	26	Yes	1	1
HSP	45			
MUL	50			
PAC				
WHT	57			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	38	Yes	1	
AMI				
ASN				
BLK	42			
HSP	49			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	64			
PAC				
WHT	48			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			46			43					64
SWD	44			52			57				4	
ELL	32			39							4	64
AMI												
ASN												
BLK	27			29			24				4	
HSP	41			41							4	57
MUL	48			52							2	
PAC												
WHT	56			51			57				4	
FRL	44			42			43				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	49	43	52	50	45	47					65
SWD	44	45	50	54	53	54	41					
ELL	32	35		40	38		20					65
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	36	44		42	46	50	33					
HSP	45	52		52	45		42					60
MUL	67	64		69	55							
PAC												
WHT	46	48	37	53	53	44	53					
FRL	42	50	48	49	49	45	48					61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	56	59	54	57	59	75	61					83
SWD	51	71		56	62		50					
ELL	33			33								83
AMI												
ASN												
BLK	46			45								
HSP	49			51								86
MUL	67			58								
PAC												
WHT	62	57		62	52		60					
FRL	55	58	58	53	55	70	63					78

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	58%	-20%	54%	-16%
04	2023 - Spring	51%	61%	-10%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	56%	-11%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	64%	-15%	59%	-10%
04	2023 - Spring	57%	62%	-5%	61%	-4%
05	2023 - Spring	28%	54%	-26%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	51%	-18%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

FAST data from 2022-2023 school year indicates a greater need of Science Achievement. Science achievement scores had a large decrease from the previous year, with a achievement score of 36. Prior year (21-22) ELA scores shown a deficiency in Reading. Within this year there were new staff and limited professional development for the 4th grade teachers that were assigned students for both ELA and Science.

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

The areas demonstrating the greatest need for improvement Science Achievement Scores (-11%). Prior year (21-22) ELA scores shown a deficiency in Reading. Within this year there were new staff and limited professional development for the 4th grade teachers that were assigned students for both ELA and Science. The community also experienced a devastating Natural Disaster (Hurricane Ian), which disrupted the educational environment and the personal lives of all students and staff.

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

The area demonstrating the greatest need for improvement, according 2023 data, was the Math Achievement score of 44% compared to state average of 57%. 5th Grade Math Achievement was well

below state and district averages. 5th Grade Math curriculum was taught by an uncertified teacher for the 22-23 school year.

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

Based off of progress monitoring and 2022 state assessments, improvements can be acknowledged in Math achievement for ELL, Hispanic, and Multirace subgroups. Many students from subgroups received tier 2 Math intervention with evidence-based program, Do the Math, in addition to their Tier 1 instruction. Continued with ELL Acceleration support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest area of concern from the EWS data is attendance. 114 students were identified as have less than 90% days of attendance during the 22-23 school year.

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

Hiring and maintaining certified, highly-effective staff members.
Increased Tier-I support for Math achievement and growth in Kg- 5th Grade.
Increased Tier-I support for Science achievement and growth in Kg - 5th Grade.
Increased Tier-I support for ELA achievement and growth in Kg - 5th Grade.
Professional Development, focused on the following: Math, ELA, Science Instruction, B.E.S.T. Standard Implementation, Strategic Lesson Planning/Development, Curriculum Specialist Support, Explicit Instructional Teaching Practices.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area was identified as a critical need as 2022-2023 FAST Testing data indicated overall ELA proficiency at 46% for grades 3-5. This includes a 0% change from the previous year's ELA Achievement Score of 46%. Also, overall Math Achievement score of 44% for grades 3-5. Rationale includes overall decrease in Math Achievement from 53% to 44%.

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 8% points overall to achieve a minimum of 54%. Also to increase Math Achievement in grades 3-5 by a minimum 17% point overall to achieve a minimum of 61%. Working toward the ultimate goal of 100% proficient in both ELA and Math

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA 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 utilize Collaborative Planning Meetings with grade level teams, to discuss and analyze data throughout the year. Math 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:

David Cookerly (david.cookerly@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Peace River Elementary will increase student achievement through intentional collaborative planning for all tiers ELA and Math instruction, adherence to district pacing of Standards and core curriculum, and differentiation in small group instruction. ELA instruction will receive an additional 30 minutes for Tier 2 intervention/acceleration (LLI, SIPPS, and Benchmark Intervention) and add an additional 30 minutes of Tier 3 intervention/acceleration for students identified as "Reading Deficient" with evidence-based curricula/materials (LLI, SIPPS, and Benchmark Intervention) and highly qualified instructional personnel. Math instruction will receive an additional 30 minutes for Tier 2/3 intervention/acceleration with evidence-based curricula/materials (Do the Math, Reveal Interventions), school-wide by highly qualified instructional personnel.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Peace River Elementary will increase student achievement through intentional collaborative planning for all tiers of ELA and Math instruction, adherence to district pacing of Standards and core curriculum, and differentiation in small 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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, which meets state requirements of uninterrupted instructional blocks of time for all grade levels K-5. ELA: Tier I - 90 minutes minimum, Tier II - 30 minutes minimum, Tier III - 30 minutes minimum. Math: Tier I - 60 minutes core instruction, Tier II/III - 30 minutes minimum. We will also acquire the necessary evidence based curricula, and use Title funds to acquire highly qualified Math personnel.

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: Before the start of the 23-24 school year

Principal will hire a Lead Teacher, Literacy Coach, and a Early Literacy Teacher to provide additional intensive instruction to Tier-III individual students in grades K through 5, with preferential support to K-2 students.

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: Before the start of the 23-24 school year

Plan and provide professional development and coaching in Comprehensive Literacy Framework 2.0, BEST Standards, and Tier I evidence-based curricula and progress monitoring for Benchmark Advance (supported by Benchmark Curriculum Representatives).

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

By When: Monthly during Faculty Learning Meetings and Grade Level Collaborative Planning Meetings

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: Jessica Smith (jessica.smith@yourcharlotteschools.net)

By When: August 2023

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: Jessica Smith (jessica.smith@yourcharlotteschools.net)

By When: MTSS Team to meet at a minimum, once/month. Coaching cycles range in frequency according to plans implemented

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

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

By When: September 2023, January 2024

Provide professional development support with the B.E.S.T. Math standards and the Tier I core curriculum Reveal. Provide professional development and coaching/modeling in Do the Math and Reveal Tier II/III evidence-based intervention.

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

By When: During Faculty Learning Meetings (once a month), Collaborative Planning Meetings (Every 3-4 weeks), and during coaching sessions with select teachers (as needed)

Facilitate Jim Knight coaching cycles between academic coaches and teachers.

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

By When: Coaches Training in October 2023 Coaching Cycles will be continually implemented and monitored for select teachers (minimum once a week)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This area was identified as a critical need from the 2022-2023 FAST Testing data indicated was the overall Science Achievement score of 36% for grades 5. Rationale includes overall decrease in Science Achievement from 47% to 36%. Also according to 2021-2022 FPPI data, Science was identified as a critical need for English Language Learners, with an Overall Achievement score of 20%, which does not meet the threshold and earns the school designation of TS&I..

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 Science Achievement in grade 5 by a minimum 20% point overall to achieve a minimum of 56%, working toward the ultimate goal of 100% proficient. 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 district and state standardized assessments; Mastery Connect 3rd-5th Elevate Science Unit Progress Monitoring, FAST, and FSAA. Administration will facilitate Collaborative Planning with grade level specific members.

Person responsible for monitoring outcome:

David Cookerly (david.cookerly@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Peace River Elementary will increase student achievement through intentional collaborative planning between the STEM Teacher, 5th Grade Science Teacher, ELL Teacher, and district Science Curriculum Instruction Specialist throughout the year. Science instruction will adhere to the district pacing of curriculum in alignment with Sunshine State Standards for Science and differentiation in small group instruction. The STEM Specialists rotations will be aligned to Science Standard focused lessons for all grade levels, K-5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Additional exposure and collaboration time with the Sunshine State Science Standards, using evidence-based programs, will ensure growth and achievement. Programs/curricula are selected from ESSA list and rated "moderate" or "strong"

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 at least a 30 minute uninterrupted block of time for Science Instruction, for all K-5 students in all subgroups. All students will receive an additional Science-Standard Focused Lesson via the STEM Specials rotation, once weekly. Acquire the necessary evidence based curricula, and Title funds to acquire resources to support schoolwide initiatives.

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: Before the start of 23-24 school year

Analyzing data from Mastery Connect and other unit assessments, Administration will provide instructional support to teachers through monitoring the implementation of the Pearson Curriculum and supplemental evidence-based programs.

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: Once a month, continual through the 23-24 school year

Conduct Collaborative Planning with specific 3-5 grade level teachers immediately following all district/state assessments to analyze student achievement data with focus on proficiency.

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: January 2024, April 2024

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 ELL students, MTSS Action Plan to review intervention supports to all subgroups, PBIS Plan to ensure access to Science instruction (limiting suspensions and promoting positive attendance particularly for subgroups), and the Family Engagement Plan to include families as stakeholders in their child's learning.

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

By When: September 2023

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

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

By When: Daily throughout the 23-24 school year

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from 22-23 District Early Warning Systems identified Attendance as the One Area of Focus, which is most critical in improving the positive culture and environment at Peace River Elementary. 114 students were absent 10% or more during the school year (22% of 515 students).

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 decrease the total students exceeding 10% or more days absent by 61 students in the 23-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Attendance Committee will meet once a month to discuss schoolwide data and monitor and support Tier-II and Tier-III support for individual students.

Person responsible for monitoring outcome:

Kelly Howarth (kelly.howarth@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students identified by the Early Warning System for Attendance, will be brought to the attention of the problem solving team. The following supportive interventions are available, but not limited to: absence notification system to parent/guardian, Resource support from School Social Worker, Positive Attendance Incentives, Perfect Attendance Recognition, Grade Level competitions, Attendance Newsletters sent home, and Family Engagement Events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All interventions are to educate and provide resources to the students and families that struggle with daily positive attendance. Interventions are to encourage an increase of the total number of days present for individual students, and subsequently the overall school attendance rate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attendance Committee will discuss individual students identified as "high risk" in the FOCUS Early Warning System. Provide Problem Solving Interventions for Support.

Person Responsible: Sandi Carrier (sandi.currier@yourcharlotteschools.net)

By When: Once/Month throughout the 23-24 school year

Recognize Perfect Attendance students to the school and Community. Acknowledgements on Social Media Platforms, Trimester Award Ceremonies, and the PRE News Program.

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: October, February, and May

Grade Level Attendance Competition: Class with the highest % present in each grade level, will have the honor of the Attendance Trophy for that week. Recognized on PRE News Program

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: Every Friday throughout the 23-24 school year

Attendance Plan Outline shared with teachers and community stakeholders

Person Responsible: David Cookerly (david.cookerly@yourcharlotteschools.net)

By When: October

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

23-24 School improvement funds will be utilized to support the following initiatives: Substitute teachers to support teacher walkthrough learning/observations, resources to support standard-based instruction, items to support intervention initiatives, materials in support of the PBIS program, and professional development resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Kindergarten: 49% scored below the 40th percentile on the PM3 State Reading Assessment and 75% of students met the EOY DRA Level 3 or higher.

1st grade: 37% scored below the 40th percentile on the PM3 State Reading Assessment and 42% of students met the EOY DRA Level 16 or higher.

2nd grade: 28% scored below the 40th percentile on the PM3 State Reading Assessment and 61% of students met the EOY DRA Level 3 or higher.

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

According to 2022-2023 FAST Baseline Scores:

46% of students in grades 3-5 were proficient in ELA. Specific grade level proficiency was as follows: 3rd = 46% proficient, 4th = 54% proficient, and 5th = 40% proficient.

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 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 Measurable Outcomes

Kg through 2nd grade will increase Overall Proficiency levels to +5% or higher in each grade level.

Grades 3-5 Measurable Outcomes

4th grade will increase Overall Proficiency levels to +5% or higher. 3rd and 5th grade will increase Overall Proficiency to 51% or higher, in order to eliminate RAISE status continuation.

Monitoring**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 impact student achievement outcomes.

Progress will be monitored through our district required and school-based assessments found in our K-12 Comprehensive Evidence-Based Reading Plan (CERP) to include; Benchmark unit assessments, FAST, DIBELS, FSAA, WIDA, and DRA. Data Analysis will be conducted through Collaborative Learning Meetings with administration, coaches, and teachers, and will take place after every State Assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Cookerly, David, david.cookerly@yourcharlotteschools.net

Evidence-based Practices/Programs

Description:

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?

Peace River will increase student proficiency through intentional collaborative planning for all tiers of ELA instruction and adhere to district pacing of standards. The Master Schedule will ensure a full 90 minutes of Tier-I instruction using Benchmark Advance, provide an additional 30 minutes of Tier-II intervention (Benchmark Intervention, LLI, or SIPPS), and an additional 30 minutes of Tier-III intervention for those students identified as "Reading Deficient". Highly qualified instructional personnel will utilize evidence-based curricula/materials (SIPPS or LLI), as prescribed by the district's K-12 Comprehensive Evidence-Based Reading Plan. Programs/Curricula are selected from the ESSA list, which align to B.E.S.T. ELA Standards.

Rationale:

Explain the rationale for selecting 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 evidence-based 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 the District Decision Tree Map. All programs within the Reading Decision Tree Map have been vetted by the school board as approved resources. Program evidence has proven to be effective to enhancing student growth and closing the gap of Reading Deficiency.

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
Our Literacy Leadership Team will review 3rd and 5th grade data through monthly Collaborative Planning Meetings	Alvarez, Doreen, doreen.alvarez@yourcharlotteschools.net
Our Team Lead will guide 3rd and 5th grade teachers in identifying the appropriate intervention to support Tier-II and Tier-III students	Smith, Jessica, jessica.smith@yourcharlotteschools.net
Our intervention teachers will monitor the fidelity of the interventions, assess students weekly, and make changes to the child's intervention plan, as needed.	Palmer, Abby, abby.palmer@yourcharlotteschools.net
Benchmark Coaches will provide professional development to teachers to support 3rd and 5th grade teachers to strengthen Tier-I ELA instruction.	Palmer, Abby, abby.palmer@yourcharlotteschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SIP plan will be presented to community stakeholders at the 1st annual SAC meeting. Posted on the Peace River Elementary district website. Presented to staff at beginning of the year faculty meeting. Document will be translated via Google Translate and shared on the district website as well. Copies are available for print upon request of stakeholder

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Peace River will hold a bi-monthly SAC meetings. Holding monthly family engagement events on campus and in conjunction with community partners. The Title I Peace River Family Reading Center will be open twice per week. A Scholastic Family Engagement Workshop will be held four times per year. Increased connection, communication, and positive celebrations of success on Social Media Platform. Various district and school-based documents translated into Spanish when provided to parents, other languages available upon request. Parent contact supported through Class Dojo, Remind, and other platforms. MTSS, 504, and ESE meetings held for individual students through out the year. Parent-Teacher Conferences will be held after the first and second Trimester.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Increased communication in parent's home language. Staff presented with Strategic Observation Instructional Protocol (SIOP) strategies and professional development in support of all students. Curriculum support provided by Benchmark representatives, to assist students in need of oral language support. Title I funds will be utilized to hire a Lead Teacher and Literacy Coach to support the quality of instruction at Peace River. Funds will also be utilized to hire a Dean and resources to support a Positive Social Environment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

ESSA/Referendum funds will be utilized to hire a Math Coach and two Academic Coaches to support lower level students in both Math and Reading. Family Engagement events will be supported through the purchase of resources and school personnel to help ensure success. ESSA funds will be utilized to provide tutoring services for students in need.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Title one funds will be utilized to hire a Dean for the 23-24 school year. Student support will also be supported throughout the school year by a school-based Social Worker, School Counselor, Psychologist, Behavior Specialist. During Whole Child Core, student needs are determined and provided the appropriate services. Check and Connect and Navigate 360 will be utilized to support student interventions.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The district director for CTE has developed a three-year plan to integrate career technical education at all levels K-12 to ensure that all student graduate with a plan for enrollment, employment, or enlistment.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Peace River will hold monthly Early Warning System meetings to identify and support "High-Risk" Students. Core team will meet weekly to discuss SIP initiatives and academic and behavioral support of individual students. The MTSS Team will meet monthly to review structure and implement strategies to support school-wide support systems.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Development Days are built into the Charlotte County School District to support Title I initiatives. Faculty Learning Meetings are held every Tuesday, with focus on not only Instructional Strategies, but once a month a Social-Emotional Professional Development is provided to the staff. The NET Teacher Program is provided to all new and incoming teachers, to support them in their transition into Charlotte County.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kindergarten Registration Night and Kindergarten Orientation Night will be held at the end of the 23-24 school year in May. Vertical articulation meetings will be held in the third trimester to assist in the transition for Pre-K to Kindergarten.