

Charlotte County Public Schools

Peace River Elementary School



2017-18 School Improvement Plan

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Peace River Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

"Peace River Elementary's teachers, staff, and families work together to ensure success for every child, every day, whatever it takes."

b. Provide the school's vision statement

Student Success! for Every Child, Every Day, Whatever it Takes

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Peace River Elementary School (PRES) is a PBIS school. This program is embedded in our school culture and is the foundation for building relationships in our school. PRES uses the Positive Behavior Support (PBS) System to establish and maintain school-wide expectations for behavior. Classroom meetings are held to initially establish classroom expectations and rules as well as both positive and negative consequences for behavior. The meetings become conversations in which positive classroom culture and relationships are maintained. Morning meetings set up the expectations for the day while the afternoon celebration circles share the the successes from the day and point out positives. We place a heavy emphasis on building strong relationships with our students and their families. We communicate with the school web page, email, text, positive phone calls, student planners, newsletters, the Remind App, Face Book and Class Dojo. We host family involvement activities/nights throughout the school year including student led data conferences, parent luncheons, the annual family glow-run, science night, Scholastic Book Fair, Turkey and Talent night, etc. Students take on leadership roles that reflect their strengths and talents, across the school and in the classroom. They lead campus tours and awards assemblies, grow and maintain the school vegetable and butterfly gardens, and run the school recycling and environmental clubs. The leadership team, SRO, guidance counselor, school social worker, and school psychologist mentor students throughout the school-year.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The guidance Counselor, School Psychologist, School Resource Officer (SRO) and School Social Worker (SSW) run social-emotional skills groups that support the social and emotional well being of our students. The PAWSITIVE Panther Expectations (PBIS) are consistent throughout the school and campus. Students are recognized for keeping the Panther Promise each day and are given positive referrals for following the behavior expectation to Problem Solve, Act Responsibly, Work Hard, and Show Respect in Everything They Do. The expectations are posted in common areas, hallways, and classrooms. Teachers and Core Team host classroom meetings daily that focus on relationship building and reinforcing classroom/school-wide PBIS expectations and positive school culture. Students are recognized for positive choices and behavior in afternoon celebration circles.

Support staff present various opportunities for students to learn new skills that foster a sense of ownership and control over their choices and behavior:

~Red Ribbon Week (Guidance & SRO) and Bully Prevention Month (Guidance, SRO, Assistant Principal)

~Stranger Danger training (SRO), Bike Safety (SRO & PE Coach), Peer Pressure/Responsible

Choices for 4th/5th (SRO), Weapon Safety 4th/5th (SRO), Medication and Body Safety training (School Nurse)

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School-Wide PBS Expectations are posted in every classroom, in the hallways and in common areas like the media center, art room, music room, cafeteria, etc. They are reiterated on the morning news and afternoon announcements. Expectations for student interaction are clearly articulated and any unsafe, disruptive, or disrespectful behavior is addressed immediately. Teachers communicate with parents and work together to support student success. Students can earn "Pawsitive Referrals" for making good choices, behaving consistently with the PBS expectations, or showing leadership. School-wide discipline flow chart explains the various steps taken to move students through the process of owning their own behavior and accepting the resulting consequences. PBS Tracking Forms build in consistency and equity as well as providing data used to develop behavior plans as needed. Classroom meetings focus on relationship building. The guidance counselor and SRO often serve as supports to students to "check-in" and review behavioral expectations and support students in classrooms. School PBIS team meets monthly to analyze behavioral and discipline data which is then shared with the staff. We implemented the Zones of Regulation this year in Kinder through fifth grade classrooms. This implementation provides a common language across the school to assist students with their behavior. All staff were trained in the Zones. Posters with the Zones, behaviors, and strategies are posted in hallways, common areas like the cafeteria, art and music rooms, as well as each classroom. As students identify particular feelings that place them in a specific zone, they are reminded of the strategies they can use to return to the green, ready to learn zone.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school guidance counselor, social worker, and School Psychologist provide individual and group counseling that includes classroom guidance lessons, small groups based on identified needs such as grief, divorce/separation, social skills, coping skills, and referrals to outside agencies as needed. The Core Leadership Team (Principal, Assist. Principal, Lead Teacher, ESE Liaison, Reading and Academic Coaches) also serve as mentors to students and often serve as supports to students to "check-in" and review behavioral expectations and support students in classrooms. The faculty and staff support students and ensure their needs are met through the MTSS process, IEP/504 plans, and individualized strategies for instruction and learning. The PBIS framework and school-wide implementation of the Zones of Regulation provide support to students across the school day with consistent expectations, consequences and strategies for regulating one's behavior. We offer a uniform closet that supplies students with clean uniforms, socks, and shoes as needed. The Harry Chapin food pantry visits the school once a month to provide families with additional groceries as needed. Millenium Physicians and Fawcett Memorial Hospital assist students and families with physicals and other support at the back to school carnival and Open House event. First Baptist Church provides students with backpacks, school supplies and dinner at our annual back to school carnival in July. Our community partners help provide families with all the necessities for returning to school. Students are encouraged to participate in before and after school clubs such as Hope Band, Panther Chorus, Girls on the Run, Student Leadership, National Honor Society, Panther Press, and Panther Running Club.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Core team (Principal, Assistant Principal (AP), Guidance Counselor, ESE Liaison, SRO, Lead Teacher, and academic coaches) meet weekly to discuss students in crisis, academic jeopardy, with attendance issues, suspensions, course failure, and/or below grade level performance on statewide assessments. The PBIS team (Principal, AP, and grade level representatives) meets monthly to discuss school-wide discipline data and ways to support positive choices and improve attendance. Weekly child-talk meetings occur in every grade level as well as with the Core team. Each grade level team meets once a month with the Core Team to review progress monitoring data using the teacher tracking tool and District End of Year Expectations. Students at Tier 2 and 3 (L25) are the focus of these meetings as well as grade level and classroom level trends. These meetings look closely at the effectiveness of the Core instruction. Every Tuesday, the Response to Intervention (RTI) Teacher Support Team (TST) team meets to discuss individual students identified as being in need of Tier 2 or 3 intervention plans, evaluate the effectiveness of the intervention and make modifications as needed using the MTSS and problem solving process. The AP and School Social Worker (SSW) meet weekly to discuss students and families in need of intervention for attendance and discipline. Student Support Team meets as needed to monitor student learning, attendance, and promotion.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	8	17	10	9	18	0	0	0	0	0	0	0	79
One or more suspensions	5	5	6	10	8	14	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	57	5	26	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	54	25	85	0	0	0	0	0	0	0	164

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	0	1	6	4	18	0	0	0	0	0	0	30

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our school uses the MTSS problem solving approach to improve the academic performance of students identified by the early warning system. Tier 1 includes standards based core instruction in which 80% of the students are expected to master the expectation prior to a student being identified as having a learning issue. All students complete 45 minutes of iReady math and reading in the online instructional path. Teachers monitor the lesson pass rate and domains to ensure student time in the path is effective. ELL students in their first year use English in a Flash to support English language acquisition. Tier 1 interventions for student attendance include the school based attendance team (AP, social worker, teachers) presenting FOCUS and EDIS attendance data to the staff, incentives for students with good attendance, and communication with families about the importance of good attendance. The PBS team supports all students in Tier 1 with consistent behavioral expectations, incentives for positive behavior choices, and common language across the school. The Zones of regulation support students at Tier 1 with identification of learning zone, characteristics of what it means to be "ready to learn" and strategies to stay in that zone.

Tier 2- small group supports and interventions are put in place to get 80% of the group to mastery. Students in Tier 2 receive targeted support in iReady toolbox lessons as determined by the instructional grouping profile. ELL learners in Tier 2 intervention receive support in small group with the ELL para-professional. All students in Tier 2 may also receive skills based interventions determined by their performance on progress monitoring assessments covering the skills on the grade level CCPS End of Year Expectations (EYE). WIN time (intensive intervention) is built into the master schedule for all students needing intervention beyond Tier 1 core instruction. Attendance intervention at Tier 2 includes letters/phone calls home, child talk teams, home visits, and sharing attendance brochures with families. ESE with IEP minutes receive push-in teacher, small group support 3-5 days a week depending on their IEP. Tier 2 PBIS supports include small group social-emotional lessons, specific strategies for improving impulse control and behavioral support as needed. Tier 2 supports in the Zones include small group strategy lessons for communicating feelings in appropriate ways and learning to self-select calm down strategies.

Tier 3- individualized supports and interventions are added to support students that do not respond to the Tier 1 or 2 interventions. Tier 3 interventions include additional lessons assigned in the iReady instructional path, by the teacher or academic coach. These lessons are scaffolded and supported by other strategies/lessons in the learning progression (instructional tools tab). Other Tier 3 interventions include 1:1 skills based instruction with an ESE teacher or para-professional. Attendance interventions at Tier 3 include TST, Check and Connect, SRO intervention and submission of the packet to the State Attorney's office. ESE students needing Tier 3 support are served daily by an ESE teacher or para-professional during WIN time. Tier 3 PBIS interventions for behavior include office time-out, calm down corners, individual behavior plans and check and connect with a core team member. Students suspended from school are required to participate in a re-entry conference with their parent/guardian and the AP or Principal to discuss expectations for their return to school. The social worker, guidance counselor, or ESE Liaison often meet with students that receive in or out of school suspensions to discuss plans for improved behavior. Tier 3 Zones supports are individual time-outs and student specific calm down strategies and plans.

The instructional leadership team monitors student performance, discipline, attendance, etc using real time data in the student portal (EDIS) in FOCUS. Each team member has the Global alerts widget on their dashboard and can access students flagged for the early warning system on a daily basis. The Core team mentors each 3rd-5th grade child scoring in the lowest 25% of the FSA ELA and Math assessments and K-2 students more than six months behind as measured by the iReady Diagnostic. Academic progress, attendance, and discipline data are monitored weekly. The Core team meets monthly with grade level teams to monitor the progress of all students flagged by the early warning system. Students not responding to Tier 1 instruction are referred to the MTSS teacher support team. That team meets with parents to share the intervention plan, monitor progress and adjust as needed. Teachers implement the intervention plan, gather data to determine its effectiveness and communicate with the parent and TST team. The MTSS team monitor the interventions for fidelity of implementation and evidence of effectiveness. We use the continuous improvement model in which we analyze early warning system and classroom data weekly so intervention/strategies are delivered in a timely manner. Adjustments are made in response to progress monitoring data and additional support is allocated as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

- 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/416448>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Peace River Elementary goes to great lengths to welcome our parents and community partners. Our parents are invited weekly to our Family Power Hour in our Family Resource Experience Room. Parents are given the opportunity to work with some of our most talented individuals on ways to improve their children's ability in reading. Parents are invited to monthly parent luncheons and student led data conferences. We are currently partnered with a number of community members: Chick-fil-a has provided us with a monthly family night. Win Dixie hosts a Family Math Night. Moe's Grill is partnered with us for a reading book club. Harbor Nissan has donated iPads for our reading centers, and our local Rotary visits our classrooms as guest readers and provides student dictionaries each year to our third graders. First Baptist Church of Port Charlotte, Fawcett Hospital, Millennium Physicians Group, Harry Chapin Food Bank, Sunrise Kiwanis Club, and The United Way all support our students through the back to school carnival at which students receive assistance with free uniforms, sneakers, school supplies, physicals and groceries. We are excited to add reading buddies at kindergarten, first and second grade this year as we partner with First Alliance Church and the United Way volunteers. This reading buddy program will partner students with adult volunteers weekly, to improve self-confidence and oral reading fluency.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Poulakis, Jody	Principal
Moseching, Megan	Assistant Principal
Polk, Vicki	Instructional Coach
Toure, Molly	Guidance Counselor
Sinclair, Kristin	Teacher, ESE
Taylor, Erin	Instructional Coach
Trullinger, Kelly	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal is the Lead Instructional Learner for the building, co-chairs the School Advisory Council (SAC), co-chairs the Partnership and Performance Committee (PPC), and spearheads the leadership initiatives of the school. She is a co-chair of the Literacy Leadership Team and provides resources and scheduling assistance to that team as needed. All of these committees function collaboratively and share decision making. The principal is responsible for the overall master schedule and calendar of school events. The principal, SAC, and PPC are responsible for the fidelity of the implementation of School Improvement Plan. As an instructional leader, she facilitates faculty learning meetings with the staff, facilitates weekly grade level team data meetings, collaborates with the Lead Teacher and academic coaches to provide professional development, and analyzes school wide and classroom data.

The Assistant Principal is an instructional leader. She co-chairs the Support Staff Partnership and Performance Committee (SSPPC) and supports the Principal in advancing leadership initiatives. She shares responsibility with the Principal for student discipline and behavior intervention plans. The AP coordinates teacher completion and submission of tracking tools once a month and co-chairs grade level data meetings with the Principal. She works closely with the Lead Teacher and academic coaches to monitor fidelity of implementation of initiatives and the effectiveness of core instruction in the classroom. Both the Principal and Assistant Principal monitor progress of students identified by the early warning systems and in the lowest quartile.

The instructional coaches and lead teacher work with teachers to ensure rigorous, standards based instruction and research based strategies are implemented with fidelity. They provide classroom based professional development through modeling and co-teaching. They prioritize coaching and mentoring with teachers and students. They assist teachers in providing interventions and skills based strategies to improve student learning. They monitor implementation of school and district initiatives such as the comprehensive literacy framework and Thinking Maps for fidelity. They facilitate grade level collaborative planning sessions and provide resources and support as needed during those planning times.

The guidance counselor leads the MTSS process and teacher support team (TST). She gathers data and assists the team in monitoring the fidelity of intervention strategies. She provides professional development in mindfulness, PBS, Zones of Regulation and MTSS. She delivers classroom lessons, small group lessons, and individual interventions for struggling students. She shares school wide data with the other core team members in order to support interventions and improve instruction and learning across the school.

The ESE Liaison is the instructional leader of the ESE department. She leads the IEP teams and assists teachers in providing Tier 3 services through the IEPs. She coordinates the referral process, secures parent consent and ensures the timelines are followed for testing, eligibility determination and staffing of services.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Leadership identifies and aligns available resources to meet the needs of all students using the Multi Tiered System of Supports (MTSS). We have multiple systems in place to provide information to help make the best decisions to support student success. FOCUS and its School Portal provide school-wide reports including demographic data, discipline referrals, and attendance. Parents have access to their child's data and grades in FOCUS. School Portal and Performance Matters color-code students in need of

intervention. Reports from these systems are generated monthly by the Principal, AP, and Core Team to share with team leaders, grade level teachers and parents at SAC. Coordination of federal, state, and local funds and services happens in SAC and PPC as they monitor implementation of the Student Success Plan (SSP) and its components. SAC and PPC meet monthly. PPC is a collaborative decision making team comprised of a representative from K-2, 3-5, ESE, and administration that meets monthly and focuses on school improvement. In addition to the regular work on the Student Success Plan (SSP), PPC will monitor the school improvement plan in the DA model.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jody Poulakis	Principal
Jacklyn Araque	Parent
Tera Sylvester	Parent
Stephanie Rossip	Parent
Nancy Kos	Parent
Rowshan Azad	Parent
Jessica Sully	Parent
Mr. Catalan	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

September 2017 the School Advisory Council (SAC) will review 2016-17 achievement data and our school ranking in relation to the goals in the 2016-17 Student Success Plan. Will discuss goals accomplished as well as work that will continue to improve student learning outcomes and reduce barriers to success. Will discuss the Differentiated Accountability process and improvement plan for 2017-18. SAC will also review the Parent Involvement Plan (PIP) and its components. Will present the 2017-18 SIP plan in October 2017.

b. Development of this school improvement plan

Discussion regarding the development of this school improvement plan will be held in the September and October meetings of SAC. Updates occur quarterly and include progress monitoring data from iReady, Reflex, District Writing and Science as well as classroom assessments. We will also update the PIP as needed. We will add strategies if and when the need arises from the School Climate Survey in October 2017.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan is directly tied to the School Improvement Plan. SAC will discuss the budget as needed. The September/October SAC meetings will include discussion regarding the funds necessary for professional development and increasing para support while decreasing class size. Once school improvement funds become available, we will discuss allocation.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No school improvement funds were allocated for the 2016-17 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Poulakis, Jody	Principal
Polk, Vicki	Instructional Coach
Trullinger, Kelly	Instructional Coach
Taylor, Erin	Instructional Coach
Barton, Heather	Teacher, K-12
Drake, Sara	Teacher, K-12
Polk, Jeannine	Teacher, K-12
Roy, Karen	Teacher, K-12
Zambito, Kelly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) includes a member from each grade level, the core team, and instructional coaches. LLT supports teachers in implementing effective instruction during the 90 minute reading block. It will lead the roll-out of the district's comprehensive literacy framework (CLF). Experts in guided reading will join the instructional coaches in leading professional development in all modules of the CLF. LLT members will lead the PLC around the book "Every Child a Super Reader" by Pam Allyn.

LLT also coordinates the Accelerated Reader (AR) program and provides incentives/reward parties for participation in AR. We will track the number of books read at K-3 and number of words read by grades 4 and 5 to determine the use of classroom libraries and the Scholastic leveled book room. LLT supports the Sunshine State Young Reader Challenge. LLT works with the media specialist to host the Scholastic Book Fair and family night. The character parade in January and the Read Across America celebration is led by LLT.

The LLT meets to discuss classroom walk through data from the 90 minute reading block to determine teacher PD needs and ways to support students. The instructional coaches will provide coaching and mentoring based on observations.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

As in past years, we have a master schedule that provides 40 minutes of daily common planning for every team. In addition, each team has one hour and forty minutes of collaborative planning on a 7 day rotating schedule. Teachers are encouraged to plan together using resources including core curriculum, grade level Florida Standards, Curriculum Maps, Pacing Guides, Test Item Specifications, content focus documents, test design summaries and blueprints from FL DOE. Teams use progress monitoring data to plan and adjust instruction and intervention groups for WIN. Teams are encouraged to create lesson plans that the entire team can deliver, often observing each other and providing feedback to improve the lesson. Instructional coaches and core team members facilitate collaborative planning, provide resources and support team work in these planning sessions.

Professional Development is often provided during teacher planning times. We provide multiple opportunities for teachers to meet in "vertical slices" to encourage communication and planning for the learning progressions K-5. Hedgehog Groups are teams of teachers that choose particular areas of professional development upon which to focus. They are the "specialists" in that area and work closely with the Leadership Team to align classroom instruction and assessment with Florida Standards in their particular area. They serve to inform the Leadership Team of teacher/student needs. They also work closely to ensure each group stays focused on the school's strategic plan which is aligned to that of the District. The Hedgehogs provide monthly professional development to the teachers and staff.

We meet every Wednesday in faculty learning meetings and every 2-3 weeks as team to discuss progress monitoring data and student progress toward the various grade level pupil progression plans.

Teachers award each other weekly with Positive Referrals, Lolly Pop Leadership, and the Wing-man Award. These opportunities encourage positive relationships and foster collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We recruit highly qualified teachers by sharing the progress we've made in the last 3 school years. We use Search Soft to select applicants and check credentials. Interview teams often include the Principal, Assistant Principal, Lead Teacher and a teacher from the specific grade level the vacant position exists. We develop and retain teachers by providing quality professional development, opportunities for professional learning communities, and shared decision making and leadership opportunities across the school community. We provide peer teachers for each new teacher through the Charlotte County Public Schools New Teacher Program (CCPS NET). Additional support is provided to new teachers via the Hedgehog teams.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The NET program partners new teachers with highly effective, clinical education trained, peer teachers. The peer teachers are carefully selected and must meet criteria determined by PPC. They should, if possible, teach the same grade level as the new teacher, have at least 3 years experience in that grade level and be considered highly effective on their annual evaluation. The Lead Teacher and instructional coaches also support new teachers through coaching, modeling best practices in the classroom, and providing feedback after observing the new teacher in the classroom. The grade level team leader also provides support as needed. The Assistant Principal mentors new teachers in Kindergarten through second grade and special area teachers and the Principal mentors new teachers in Third through Fifth grade and the ESE department.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Peace River Elementary uses the State approved and Charlotte County adopted K-12 ELA and Math materials. District curriculum maps and pacing guides are given to teachers to ensure alignment to the Florida standards. Resources are embedded in the maps to enhance core instruction and assist teachers in differentiating their instruction. Teachers create lesson plans using the district curriculum maps and pacing guides. They submit weekly plans for review by the core team to ensure alignment to the standards, appropriate depth of knowledge and scaffolding for learning.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

3-5 Student FSA DSS scores are sorted into quadrants (FSA by the numbers) so teachers can see how close each child is to the next level and the number of scale score points needed to make learning gains. Level 1 and level 2 students (L25) are identified so teachers know exactly which students need extra help to make learning gains and to reach proficiency. Interventions are put in place and progress monitoring plans (PMP) are written for students having difficulty attaining proficiency. The same is done for K-2 students using the BOY iReady Diagnostic Assessments and progress monitoring assessments.

Students are grouped for WIN (intensive intervention and enrichment) to increase the opportunity for differentiated instruction and extra support. Progress monitoring assessments are used to show growth and response to the intervention. Extra para-professionals and ESE teachers are used to pull students into Tier 2 (smaller groups) and Tier 3 (1:1 or 2:1) for remediation as needed. ESE Tier 3 students are pulled during WIN time for even more intensive interventions. ELL learners (LES) receive Tier 2 support from the ELL para, differentiated small group instruction by the classroom teacher and time in the English in a Flash curriculum. ELL learners (NES) receive Tier 3 intervention with the ELL para-professional and additional 1:1 or 1:2 in the classroom with the para-professional in WIN time as well as increased time in English in a Flash.

Core team meets with teachers monthly to monitor implementation of the PMPs and to determine if the intervention/differentiation being provided is helping to close the gaps. Adjustments are made as needed.

Differentiation:

We provide differentiated instruction at all grade levels:

Ability grouped classrooms at each grade level- team teaching at 4th grade and departmentalized at 5th grade.

TAG classrooms at each grade level

Push-in ESE services at each grade level

Instruction is supplemented with:

Tier 2: - Florida Common Core ELA Response to Intervention Kit and CCSS Math CC Ready Made Centers Kit

- iReady instructional path lesson and extra lessons from the toolbox at a lower level of instruction

Tier 3: - FL CCSS ELA My Sidewalks Intervention Program and FL CCSS Math Diagnosis & Intervention System

- i-ready instructional path lessons and additional lessons from the toolbox at a lower level of instruction

The Teacher Support Team (TST) meets weekly with teachers to provide intervention assistance and monitoring of students in need of intensive intervention and support. The Student Support Team (SST) meets monthly to monitor/address attendance and behavioral needs and provide early intervention behavioral support. (see more detail in the EWS section of this plan)

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

Faculty Learning Meetings and Professional Development

Strategy Rationale

Increase teacher effectiveness in high-yield instructional strategies for all students

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Poulakis, Jody, jody.poulakis@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom walkthrough data is evaluated by Core team members monthly. Principal communicates weekly through the Monday Morning Memo (MMM). Specific classroom walkthrough "look-fors" are listed weekly, walkthroughs are conducted and specific feedback is provided.

Strategy: After School Program

Minutes added to school year: 6,300

After school program 3-4 days per week using the IReady program in the computer lab as well as Reflex Math.

Strategy Rationale

Increase time spent in the instructional path for ELA and Math and improve math and reading fluency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moseching, Megan, megan.moesching@yourcharlottesville.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

OPM and Diagnostic MOY and EOY data

Strategy: Before School Program

Minutes added to school year:

Students in the PEAPS program work in the computer lab to complete iReady lessons in their instructional path.

Strategy Rationale

Increase time spent on standards based instructional path

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moseching, Megan, megan.moesching@yourcharlottesville.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student profile reports, # lessons passed, usage reports

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

PRES hosts Kindergarten Round-Up in the spring. Families sign-up for school tours led by kindergarten students. They spend time in Kinder classrooms and participate in short reading activities. Students in our PreK class visit Kindergarten rooms and have time to see "what it's like" to be a kindergartner.

FLKRS data is used to group Kindergartners in WIN time and in ability grouping the classes in the beginning of the year. The Kinder team meets with our Headstart PK teacher to share the data for her students. This conversation gives her information for reflection on her instructional practice.

Our 5th grade students have the opportunity to visit Port Charlotte Middle, Murdock Middle, and Punta Gorda Middle schools. They visit classrooms, have a chance to ask questions and hear from the school leadership team.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

We lost 73 school grade points- mostly in 5th grade ELA, Math, Science and learning gains. We will focus on learning gains for all, with a particular focus on the L25 students. As students make gains, overall proficiency in ELA and math will come along. Anticipated school grade increases include 50% ELA achievement, 55% ELA gains, 50% ELA L25 gains, 55% Math achievement, 62% math gains, 65% math L25, 55% science proficiency for an overall school points of 375 (B).

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

5th grade: lack of focus on rigorous standards based instruction and informal assessment to drive instruction.

Students in 5th grade did not make learning gains across the board. 4th grade math gains were also less than expected. ELA gains dropped 4 points, ELA L25 dropped 12 points, math achievement dropped 8 points, math gains dropped 20 points, math L25 gains dropped 20 points, and science proficiency dropped 8 points.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** PRES will increase percent proficient in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. PRES will increase percent proficient in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%.

1a

G089185

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
FSA ELA Achievement	50.0
Math Achievement District Assessment	70.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	62.0
Math Lowest 25% Gains	53.0

Targeted Barriers to Achieving the Goal 3

- Limited exposure to rigorous grade level standards in whole group instructional blocks
- Lack of time for planning rigorous instruction and developing progress monitoring assessments
- Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- IReady Diagnostic and Instructional Learning Path
- Standards Binders by Grade Level (K-2)
- Updated Curriculum Maps (ELA, Math, Science, SS) and Pacing Guides
- Pearson Reading Street
- Florida Ready LAFS
- Florida Ready MAFS
- Standards Mastery Assessments (iReady)
- Test Item Specs (3-5) and NGSS Science Content Focus Test Design Summary and Blueprints
- Fountas & Pinnell Phonics Program (K-3) Words Their Way (4-5)
- Thinking Maps
- Response to Literature
- iReady MAFS Practice and Problem Solving

Plan to Monitor Progress Toward G1. 8

iReady Diagnostics MOY/EOY, progress monitoring assessments, Stemsscopes usage, progress monitoring scores, MOY District Science Assessment (USA Test Prep) growth and proficiency

Person Responsible

Megan Moesching

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

iready Progress monitoring assessments, standards based assessments, Stemsscopes assessments, USA Test Prep and FCAT 2.0 Science scores in May

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. PRES will increase percent proficient in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%. 1

G089185

G1.B1 Limited exposure to rigorous grade level standards in whole group instructional blocks 2

B237497

G1.B1.S1 Provide time for professional development in collaborative planning: Curriculum Maps & Pacing Guides, Test Item Specs, Test Design Summary and Blueprints for academics: ELA, Math, and Science. Provide subs for teachers to attend instructional rounds as well as continue lesson planning. 4

S250200

Strategy Rationale

Teachers will benefit from understanding the alignment through the maps. In science, K-4 teachers need to identify and focus on the standards assessed in 5th grade but taught only at lower grades. Teachers at 4th and 5th grade need to read the ALDs to understand the depth of knowledge requirements of the test items. Test design summary and blueprint tells them where to focus instruction and support. In ELA and Math, teachers need to increase the amount of time spent in instruction of grade level standards. Collaborative planning time will help them design rigorous lessons with scaffolding and support included.

Action Step 1 5

Provide collaborative planning time for teachers to become familiar with and plan using the updated district curriculum maps and FSA test specifications, test design summary & blueprint and content focus.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 7/17/2017 to 5/25/2018

Evidence of Completion

Agenda/sign-in sheets and minutes for collaborative planning

Action Step 2 5

Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.

Person Responsible

Jody Poulakis

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Hedgehog Thinking Map, agendas & sign-in sheets, products created by specific Hedgehogs (science standards maps, Data Day Plan, Thinking Map Implementation Plan, Parent Involvement Plan, PBIS EOY Survey, BPIE Inclusion Plan, etc)

Action Step 3 5

Monitor classroom instruction and implementation of lessons created in collaborative planning

Person Responsible

Jody Poulakis

Schedule

Monthly, from 8/1/2016 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review collaborative planning minutes, action plans, teacher lesson plans and monitor usage of iReady lesson pass rate and usage reports, Stemscores

Person Responsible

Megan Moseching

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Collaborative planning agendas/sign-in sheets & minutes, teacher lesson plans, iReady MOY/EOY reports, Stemscores usage reports, and BOY/MOY USA Test Prep science assessment data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Core Leadership Team will monitor progress of implementation and it's direct impact on student learning.

Person Responsible

Megan Moseching

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Lesson plans should reflect greater alignment, collaborative planning should have positive impact on quality of core instruction and student learning gains/growth. Student growth/proficiency on iReady Diagnostics, progress monitoring assessments, and District Science Assessments (USA Test Prep).

G1.B1.S2 After school tutoring program. Provide after school tutoring to students working below grade level in math. We will target students in the lowest quartile as well as those students on the "cusp" of the next FSA level. 4

 S264175

Strategy Rationale

Extending the school day for struggling students will provide time to remediate skills and close the gaps resulting in greater learning gains for all students involved.

Action Step 1 5

Establish program, hire teachers and identify students to be served 4 days a week.

Person Responsible

Jody Poulakis

Schedule

Annually, from 9/20/2017 to 10/13/2017

Evidence of Completion

Tutoring schedule and list of students to be served.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Identification of students, hiring of tutors and creation of the schedule.

Person Responsible

Jody Poulakis

Schedule

On 10/20/2017

Evidence of Completion

PAFS for tutors, student lists, and tutor schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

student learning gains on progress monitoring assessments

Person Responsible

Megan Moesching

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

progress monitoring data (DRA, iready, standards mastery)

G1.B1.S3 Ongoing professional development in math. 4

S264194

Strategy Rationale

School grade components indicate a need to improve math learning gains for all, for the lowest 25% and overall proficiency.

Action Step 1 5

Math Professional Development- provide opportunities for teachers to plan, create, and/or purchase learning centers that are aligned to standards and engage students in rigorous hands-on learning opportunities, including supplies and materials required to produce the centers. Includes calendar math kits for primary classrooms. Provide opportunities for teachers to conduct instructional rounds at MPE for number talks as well as provide materials and supplies necessary to support number talks.

Person Responsible

Jody Poulakis

Schedule

Annually, from 1/2/2018 to 5/25/2018

Evidence of Completion

Coaching logs, PD logs, lesson plans, workstations in classrooms, agendas/sign-in sheets from PD sessions

Action Step 2 5

Purchase USA Test Prep Math for 3rd through 5th grades. Teachers will participate in PD opportunities to build common standards based assessments to be used as ongoing progress monitoring.

Person Responsible

Vicki Polk

Schedule

Weekly, from 1/2/2018 to 5/31/2018

Evidence of Completion

Standards based assessments

Action Step 3 5

Provide iready computer lab time before/after school for students in math to provide intensive interventions.

Person Responsible

Megan Moseching

Schedule

Weekly, from 1/8/2018 to 5/31/2018

Evidence of Completion

invitation letter to parents and lab attendance/sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

secure the quote for the partnership with Math Solutions and establish the timeline for professional development, classroom observation, etc.

Person Responsible

Vicki Polk

Schedule

On 11/1/2017

Evidence of Completion

quote and schedule of PD and classroom visits

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

monitor the scheduling of PD and classroom visits

Person Responsible

Jody Poulakis

Schedule

Weekly, from 10/2/2017 to 11/1/2017

Evidence of Completion

schedule for PD and classroom visits

G1.B1.S4 Reading A-Z and Raz Kids licenses to improve reading gains and overall proficiency. 4

S264218

Strategy Rationale

Support comprehensive literacy framework and Improve reading gains and proficiency. (phonemic awareness, phonics, fluency, vocabulary, comprehension)

Action Step 1 5

Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.

Person Responsible

Vicki Polk

Schedule

On 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monitor Reading gains from beginning-of-year to end-of-year.

Person Responsible

Vicki Polk

Schedule

On 5/25/2018

Evidence of Completion

School student achievement data report for ELA.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

review progress monitoring data

Person Responsible

Vicki Polk

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

progress monitoring data- DRA, fluency

G1.B1.S5 Hire 2 additional para-professionals to support students in math and reading blocks. 4

 S264238

Strategy Rationale

Additional small group intervention will help close the gaps and improve learning gains.

Action Step 1 5

Hire 2 para-professionals to support small group intervention

Person Responsible

Megan Moseching

Schedule

On 11/1/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Monitor student learning gains using pre-post reading/math data.

Person Responsible

Megan Moesching

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Monitor student learning gains using pre-post reading/math data and lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Monitor student log to include minutes per week of small group instruction

Person Responsible

Megan Moesching


Schedule

Biweekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

student logs

G1.B1.S6 Hire additional ESE VE Push-in teacher to support students in 4/5 inclusion model. 4

 S264302

Strategy Rationale

Students will benefit from extra ESE support, resulting in greater learning gains

Action Step 1 5

Hire ESE teacher to support 4/5 inclusion rooms

Person Responsible

Jody Poulakis

Schedule

On 11/1/2017

Evidence of Completion

PAF

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

monitor teacher schedule and student groups

Person Responsible

Jody Poulakis

Schedule

Monthly, from 10/20/2017 to 5/25/2018

Evidence of Completion

student list, lesson plans, progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

monitor learning gains and progress monitoring assessments

Person Responsible

Jody Poulakis

Schedule

Monthly, from 10/20/2017 to 5/25/2018

Evidence of Completion

progress monitoring data

G1.B2 Lack of time for planning rigorous instruction and developing progress monitoring assessments 2

 B237499

G1.B2.S1 Build collaborative planning time into the master schedule for all grade levels and teams. 4

 S257950

Strategy Rationale

Adding an hour and 40 minutes of collaborative planning every 7 days should provide more time for teachers to work together to create rigorous lessons using district curriculum maps and pacing guides, and resources. Improved instruction should translate into improved learning outcomes for students. This extra time will allow teachers to build more common assessments and gather progress monitoring data.

Action Step 1 5

Build time into the master schedule for teams to have collaborative planning

Person Responsible

Schedule

On 7/7/2017

Evidence of Completion

master schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

master schedule and school calendar reflect collaborative planning schedule

Person Responsible

Megan Moseching

Schedule

Weekly, from 7/3/2017 to 5/25/2018

Evidence of Completion

PRE calendar and master schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

collect collaborative planning sign-in and agenda to monitor effectiveness

Person Responsible

Jody Poulakis

Schedule

Weekly, from 7/24/2017 to 5/25/2018

Evidence of Completion

sign-in and agenda, with minutes for each collaborative planning meeting

G1.B3 Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual student needs 2

 B243978

G1.B3.S1 Core team members will facilitate collaborative planning sessions to assist teachers in diving deep into the data to provide lessons and instruction that target very specific student needs. 4

 S257945

Strategy Rationale

Learning to dig deep into the assessment data allows teachers to find the exact level of instruction students need to make learning gains and master the standards.

Action Step 1 5

Core team members facilitate collaborative planning sessions in which teachers group students based on specific academic need for WIN time.

Person Responsible

Jody Poulakis

Schedule

Every 3 Weeks, from 8/1/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

teachers and core team will sign in for each collaborative planning session, minutes will be collected to show the data used and instructional decisions made to improve learning outcomes

Person Responsible

Jody Poulakis

Schedule

Every 3 Weeks, from 8/1/2017 to 5/25/2018

Evidence of Completion

agendas/sign-in sheets, minutes from collaborative planing sessions

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

lesson plans should reflect increased support and scaffolding of standards based instruction based on progress monitoring data, WIN groups should be adjusted as kids move in and out of those groups based on progress

Person Responsible

Jody Poulakis

Schedule

Biweekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

lesson plans and WIN groups

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A349903	Build time into the master schedule for teams to have collaborative planning		7/3/2017	master schedule	7/7/2017 one-time
G1.B1.S2.A1 A349661	Establish program, hire teachers and identify students to be served 4 days a week.	Poulakis, Jody	9/20/2017	Tutoring schedule and list of students to be served.	10/13/2017 annually
G1.B1.S2.MA1 M372146	Identification of students, hiring of tutors and creation of the schedule.	Poulakis, Jody	10/2/2017	PAFS for tutors, student lists, and tutor schedule	10/20/2017 one-time
G1.B1.S3.MA1 M372162	secure the quote for the partnership with Math Solutions and establish the timeline for...	Polk, Vicki	10/2/2017	quote and schedule of PD and classroom visits	11/1/2017 one-time
G1.B1.S5.A1 A349745	Hire 2 para-professionals to support small group intervention	Moseching, Megan	10/2/2017		11/1/2017 one-time
G1.B1.S3.MA1 M372163	monitor the scheduling of PD and classroom visits	Poulakis, Jody	10/2/2017	schedule for PD and classroom visits	11/1/2017 weekly
G1.B1.S6.A1 A349897	Hire ESE teacher to support 4/5 inclusion rooms	Poulakis, Jody	10/2/2017	PAF	11/1/2017 one-time
G1.B3.S1.MA1 M358319	teachers and core team will sign in for each collaborative planning session, minutes will be...	Poulakis, Jody	8/1/2017	agendas/sign-in sheets, minutes from collaborative planning sessions	5/25/2018 every-3-weeks
G1.B3.S1.A1 A339004	Core team members facilitate collaborative planning sessions in which teachers group students based...	Poulakis, Jody	8/1/2017		5/25/2018 every-3-weeks
G1.B2.S1.MA1 M372330	collect collaborative planning sign-in and agenda to monitor effectiveness	Poulakis, Jody	7/24/2017	sign-in and agenda, with minutes for each collaborative planning meeting	5/25/2018 weekly
G1.B2.S1.MA1 M372329	master schedule and school calendar reflect collaborative planning schedule	Moseching, Megan	7/3/2017	PRE calendar and master schedule	5/25/2018 weekly
G1.B3.S1.MA1 M358320	lesson plans should reflect increased support and scaffolding of standards based instruction based...	Poulakis, Jody	8/1/2017	lesson plans and WIN groups	5/25/2018 biweekly
G1.B1.S2.MA1 M372151	student learning gains on progress monitoring assessments	Moesching, Megan	11/1/2017	progress monitoring data (DRA, iready, standards mastery)	5/25/2018 monthly
G1.B1.S1.A3 A326597	Monitor classroom instruction and implementation of lessons created in collaborative planning	Poulakis, Jody	8/1/2016		5/25/2018 monthly
G1.B1.S1.A2 A326596	Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.	Poulakis, Jody	8/1/2017	Hedgehog Thinking Map, agendas & sign-in sheets, products created by specific Hedgehogs (science standards maps, Data Day Plan, Thinking Map Implementation Plan, Parent Involvement Plan, PBIS EOY Survey, BPIE Inclusion Plan, etc)	5/25/2018 monthly
G1.B1.S1.A1 A326595	Provide collaborative planning time for teachers to become familiar with and plan using the updated...	Poulakis, Jody	7/17/2017	Agenda/sign-in sheets and minutes for collaborative planning	5/25/2018 monthly
G1.B1.S1.MA1 M341866	Review collaborative planning minutes, action plans, teacher lesson plans and monitor usage of...	Moseching, Megan	8/1/2017	Collaborative planning agendas/sign-in sheets & minutes, teacher lesson plans, iReady MOY/EOY reports, Stemsopes usage reports, and BOY/ MOY USA Test Prep science assessment data.	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1 A349670	Math Professional Development- provide opportunities for teachers to plan, create, and/or purchase...	Poulakis, Jody	1/2/2018	Coaching logs, PD logs, lesson plans, workstations in classrooms, agendas/ sign-in sheets from PD sessions	5/25/2018 annually
G1.B1.S6.MA1 M372321	monitor learning gains and progress monitoring assessments	Poulakis, Jody	10/20/2017	progress monitoring data	5/25/2018 monthly
G1.B1.S6.MA1 M372320	monitor teacher schedule and student groups	Poulakis, Jody	10/20/2017	student list, lesson plans, progress monitoring data	5/25/2018 monthly
G1.B1.S4.MA1 M372304	review progress monitoring data	Polk, Vicki	11/1/2017	progress monitoring data- DRA, fluency	5/25/2018 monthly
G1.B1.S4.MA1 M372303	Monitor Reading gains from beginning-of-year to end-of-year.	Polk, Vicki	10/2/2017	School student achievement data report for ELA.	5/25/2018 one-time
G1.B1.S4.A1 A349730	Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.	Polk, Vicki	10/2/2017		5/25/2018 one-time
G1.B1.S5.MA1 M372139	Monitor student log to include minutes per week of small group instruction	Moesching, Megan	10/2/2017	student logs	5/25/2018 biweekly
G1.B1.S5.MA1 M372138	Monitor student learning gains using pre-post reading/math data.	Moesching, Megan	10/2/2017	Monitor student learning gains using pre-post reading/math data and lesson plans.	5/25/2018 monthly
G1.B1.S1.MA1 M341863	Core Leadership Team will monitor progress of implementation and it's direct impact on student...	Moseching, Megan	8/1/2017	Lesson plans should reflect greater alignment, collaborative planning should have positive impact on quality of core instruction and student learning gains/growth. Student growth/ proficiency on iReady Diagnostics, progress monitoring assessments, and District Science Assessments (USA Test Prep).	5/25/2018 weekly
G1.MA1 M341871	iReady Diagnostics MOY/EOY, progress monitoring assessments, Stemsscopes usage, progress monitoring...	Moesching, Megan	8/1/2017	iready Progress monitoring assessments, standards based assessments, Stemsscopes assessments, USA Test Prep and FCAT 2.0 Science scores in May	5/25/2018 monthly
G1.B1.S3.A3 A374786	Provide iready computer lab time before/after school for students in math to provide intensive...	Moseching, Megan	1/8/2018	invitation letter to parents and lab attendance/sign-in sheets	5/31/2018 weekly
G1.B1.S3.A2 A374785	Purchase USA Test Prep Math for 3rd through 5th grades. Teachers will participate in PD...	Polk, Vicki	1/2/2018	Standards based assessments	5/31/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. PRES will increase percent proficient in ELA, Math, and Science as measured by iReady for K-2, FSA for 3-5, and FCAT 2.0 Science for 5th by targeting learning gains for all students as well as the lowest 25%.

G1.B1 Limited exposure to rigorous grade level standards in whole group instructional blocks

G1.B1.S1 Provide time for professional development in collaborative planning: Curriculum Maps & Pacing Guides, Test Item Specs, Test Design Summary and Blueprints for academics: ELA, Math, and Science. Provide subs for teachers to attend instructional rounds as well as continue lesson planning.

PD Opportunity 1

Provide collaborative planning time for teachers to become familiar with and plan using the updated district curriculum maps and FSA test specifications, test design summary & blueprint and content focus.

Facilitator

Polk, Moesching

Participants

K-5 Teachers

Schedule

Monthly, from 7/17/2017 to 5/25/2018

PD Opportunity 2

Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.

Facilitator

Moesching, Poulakis, Polk

Participants

K-5 teachers

Schedule

Monthly, from 8/1/2017 to 5/25/2018

G1.B1.S3 Ongoing professional development in math.

PD Opportunity 1

Math Professional Development- provide opportunities for teachers to plan, create, and/or purchase learning centers that are aligned to standards and engage students in rigorous hands-on learning opportunities, including supplies and materials required to produce the centers. Includes calendar math kits for primary classrooms. Provide opportunities for teachers to conduct instructional rounds at MPE for number talks as well as provide materials and supplies necessary to support number talks.

Facilitator

Lead Teacher, Vicki Polk and District Math C & I, Trainers

Participants

K-5 teachers

Schedule

Annually, from 1/2/2018 to 5/25/2018

PD Opportunity 2

Purchase USA Test Prep Math for 3rd through 5th grades. Teachers will participate in PD opportunities to build common standards based assessments to be used as ongoing progress monitoring.

Facilitator

Dawn Johnson, Vicki Polk

Participants

3-5 teachers

Schedule

Weekly, from 1/2/2018 to 5/31/2018

G1.B3 Planning for WIN time lacks deep dive into data resulting in lack of targeted instruction based on individual student needs

G1.B3.S1 Core team members will facilitate collaborative planning sessions to assist teachers in diving deep into the data to provide lessons and instruction that target very specific student needs.

PD Opportunity 1

Core team members facilitate collaborative planning sessions in which teachers group students based on specific academic need for WIN time.

Facilitator

Poulakis, Moesching, Polk, Trullinger, Taylor, Sinclair

Participants

K-5 teachers, ESE unit teachers

Schedule

Every 3 Weeks, from 8/1/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide collaborative planning time for teachers to become familiar with and plan using the updated district curriculum maps and FSA test specifications, test design summary & blueprint and content focus.				\$3,091.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	750-Other Personal Services	0041 - Peace River Elementary School	Title I, Part A		\$3,091.00
<i>Notes: Copies of test specs, blueprints, and ALDs, etc</i>						
2	G1.B1.S1.A2	Create PLCs: Hedgehog Groups to focus on specific curriculum and instruction areas for improvement.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0041 - Peace River Elementary School	UniSIG		\$2,000.00
3	G1.B1.S1.A3	Monitor classroom instruction and implementation of lessons created in collaborative planning				\$37,583.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0041 - Peace River Elementary School	UniSIG	0.3	\$28,600.00
	6400	210-Retirement	0041 - Peace River Elementary School	UniSIG		\$2,138.00
	6400	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$2,059.00
	6400	240-Workers Compensation	0041 - Peace River Elementary School	UniSIG		\$286.00
	6400	750-Other Personal Services	0041 - Peace River Elementary School	UniSIG		\$4,500.00
<i>Notes: Substitute teachers to cover classrooms when PRES teaches engage in instructional rounds for professional development during contract hours.</i>						
4	G1.B1.S2.A1	Establish program, hire teachers and identify students to be served 4 days a week.				\$65,336.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0041 - Peace River Elementary School	UniSIG	5.0	\$45,000.00
<i>Notes: Classroom Teachers: Highly qualified tutors for the after school tutoring program at Peace River Elementary School who are academically eligible for tutoring. Amount budgeted is for 2 hours tutoring with 10 teachers 4 times per week for 25 weeks.</i>						

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Peace River Elementary School

			0041 - Peace River Elementary School	UniSIG		\$3,921.00
			<i>Notes: Retirement: Retirement for highly qualified tutors for Peace River's after school tutoring program funded at .0792.</i>			
			0041 - Peace River Elementary School	UniSIG		\$2,864.00
			<i>Notes: Social Security: Social Security for highly qualified tutors for Peace River's after school tutoring program funded at .062.</i>			
			0041 - Peace River Elementary School	UniSIG		\$700.00
			<i>Notes: Social Security: Medicare for highly qualified tutors for Peace River's after school tutoring program funded at .01.</i>			
			0041 - Peace River Elementary School	UniSIG		\$495.00
			<i>Notes: Worker's Compensation: Worker's Comp for highly qualified tutors for Peace River's after school tutoring program funded at .01.</i>			
			0041 - Peace River Elementary School	UniSIG		\$12,356.00
			<i>Notes: Supplies: Materials and supplies for the after school tutoring program to include literacy materials, math manipulatives, learning games, paper, writing utensils, art supplies, binders, clips, folders, and copy toner.</i>			
5	G1.B1.S3.A1	Math Professional Development- provide opportunities for teachers to plan, create, and/or purchase learning centers that are aligned to standards and engage students in rigorous hands-on learning opportunities, including supplies and materials required to produce the centers. Includes calendar math kits for primary classrooms. Provide opportunities for teachers to conduct instructional rounds at MPE for number talks as well as provide materials and supplies necessary to support number talks.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	392-Subagreements greater than \$25,000	0041 - Peace River Elementary School	UniSIG		\$500.00
6	G1.B1.S3.A2	Purchase USA Test Prep Math for 3rd through 5th grades. Teachers will participate in PD opportunities to build common standards based assessments to be used as ongoing progress monitoring.				\$0.00
7	G1.B1.S3.A3	Provide iready computer lab time before/after school for students in math to provide intensive interventions.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0041 - Peace River Elementary School	UniSIG	2.0	\$4,500.00
8	G1.B1.S4.A1	Purchase licenses for Reading A-Z and Raz kids to improve reading gains and overall proficiency.				\$16,172.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0041 - Peace River Elementary School	UniSIG		\$8,373.00

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Notes: Rentals: Software- Classroom licenses for Raz-Kids for all classrooms at Peace River Elementary for 16 months funded at 80.73/classroom.						
	5100	360-Rentals	0041 - Peace River Elementary School	UniSIG		\$7,799.00
Notes: Rentals: Software- Classroom licenses for Reading A-Z for all classrooms at Peace River Elementary for 16 months funded at \$80.72 per classroom.						
9	G1.B1.S5.A1	Hire 2 para-professionals to support small group intervention				\$45,342.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0041 - Peace River Elementary School	UniSIG		\$32,000.00
Notes: Aides: Additional paraprofessionals above the LEAs allocation for classroom support and small group intervention.						
	5100	210-Retirement	0041 - Peace River Elementary School	UniSIG		\$2,534.00
Notes: Retirement: Retirement for supplemental paraprofessionals funded at .0792.						
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$1,984.00
Notes: Social Security: Social Security for supplemental paraprofessionals funded at .062.						
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$320.00
Notes: Social Security: Medicare for supplemental paraprofessionals funded at .01.						
	5100	230-Group Insurance	0041 - Peace River Elementary School	UniSIG		\$8,184.00
Notes: Group Insurance: Group Insurance: Cafeteria Plan/Health insurance for supplemental paraprofessionals funded at individual amounts based on employee selection.						
	5100	240-Workers Compensation	0041 - Peace River Elementary School	UniSIG		\$320.00
Notes: Worker's Compensation: Worker's Compensation for supplemental paraprofessionals funded at .01.						
10	G1.B1.S6.A1	Hire ESE teacher to support 4/5 inclusion rooms				\$57,507.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Peace River Elementary School	UniSIG	1.0	\$46,000.00
Notes: Classroom Teacher: Additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms.						
	5100	210-Retirement	0041 - Peace River Elementary School	UniSIG		\$3,643.00
Notes: Retirement: Retirement for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .0792						
	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$2,852.00
Notes: Social Security: Social Security for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .062.						

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	5100	220-Social Security	0041 - Peace River Elementary School	UniSIG		\$460.00
			<i>Notes: Social Security: Medicare for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .01.</i>			
	5100	230-Group Insurance	0041 - Peace River Elementary School	UniSIG		\$4,092.00
			<i>Notes: Group Insurance: Group Insurance/Cafeteria Plan for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at individual amounts based on employee selection.</i>			
	5100	240-Workers Compensation	0041 - Peace River Elementary School	UniSIG		\$460.00
			<i>Notes: Worker's Compensation: Worker's Compensation for an additional classroom teacher above the LEAs allocation for ESE support grades 4 and 5 inclusion classrooms funded at .01.</i>			
11	G1.B2.S1.A1	Build time into the master schedule for teams to have collaborative planning				\$0.00
12	G1.B3.S1.A1	Core team members facilitate collaborative planning sessions in which teachers group students based on specific academic need for WIN time.				\$0.00
					Total:	\$232,031.00