

# Peace River Elementary School: 2013-14 Student Success Plan

## Part I: Expected Academic Improvements



**College and Career On-Track Indicator:** Based upon Spring 2013 FCAT 2.0 data, **41.38%** of students in grades 3-5 are on track for college and career as measured by meeting/exceeding the proficiency levels on **both** FCAT 2.0 Reading and FCAT 2.0 Math. **The College and Career On-Track target for Spring 2014 is 50%.**

### Annual Measurable Objectives (AMOs) for Reading and Math (FCAT 2.0/FAA)

Reading FCAT 2.0/FAA		
Subgroups	Spring 2013 % Proficient	Spring 2014 AMO Target
ALL Students	59%	67%
American Indian		
Asian		
Black	47%	62%
Hispanic	63%	60%
White	57%	70%
ELL		
SWD	17%	53%
ED	55%	66%

Math FCAT 2.0/FAA		
Subgroups	Spring 2013 % Proficient	Spring 2014 AMO Target
ALL Students	54%	62%
American Indian		
Asian		
Black	26%	45%
Hispanic	63%	54%
White	54%	68%
ELL		
SWD	23%	54%
ED	51%	60%

Reading Learning Gains		
	Spring 2013 % of Students	Spring 2014 Target
All Students	60%	65%
Lowest Quartile	68%	70%

Math Learning Gains		
	Spring 2013 % of Students	Spring 2014 Target
All Students	70%	75%
Lowest Quartile	75%	80%

Reading FCAT 2.0 Levels 3-5		
	Spring 2013 % of Students	Spring 2014 Target
Level 3	30%	40%
Levels 4 and 5	26%	30%

Math FCAT 2.0 Levels 3-5		
	Spring 2013 % of Students	Spring 2014 Target
Level 3	30%	45%
Levels 4 and 5	21%	28%

### Additional Targets

Science (FCAT 2.0/FAA)	
Spring 2013 % Proficient	Spring 2014 Target
58%	60%

Writing (FCAT 2.0/FAA)	
Spring 2013 % Proficient	Spring 2014 Target
47%	60%

### Identified Reading barrier to be eliminated or reduced in 2013-14:

Lack of differentiation in the reading block results in many students' individual needs not being met.

### Identified Math barrier to be eliminated or reduced in 2013-14:

Lack of fully developed number sense and mastery of basic math facts in the primary grades results in low achievement in the intermediate grades.

### School-Level Information

**Principal:**  
Jeff Harvey

**School Advisory Council Chair:**  
Michelle Rockymore

**Names and position titles of the School-based Leadership Team:**

Jeff Harvey, Principal  
Jody Poulakis, Assist. Principal



### District-Level Information

**Charlotte County Public Schools**

**Superintendent:**  
Dr. Douglas Whittaker

**Date of school board approval of SSP:**

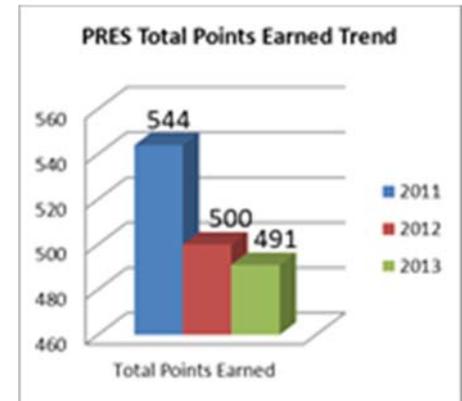
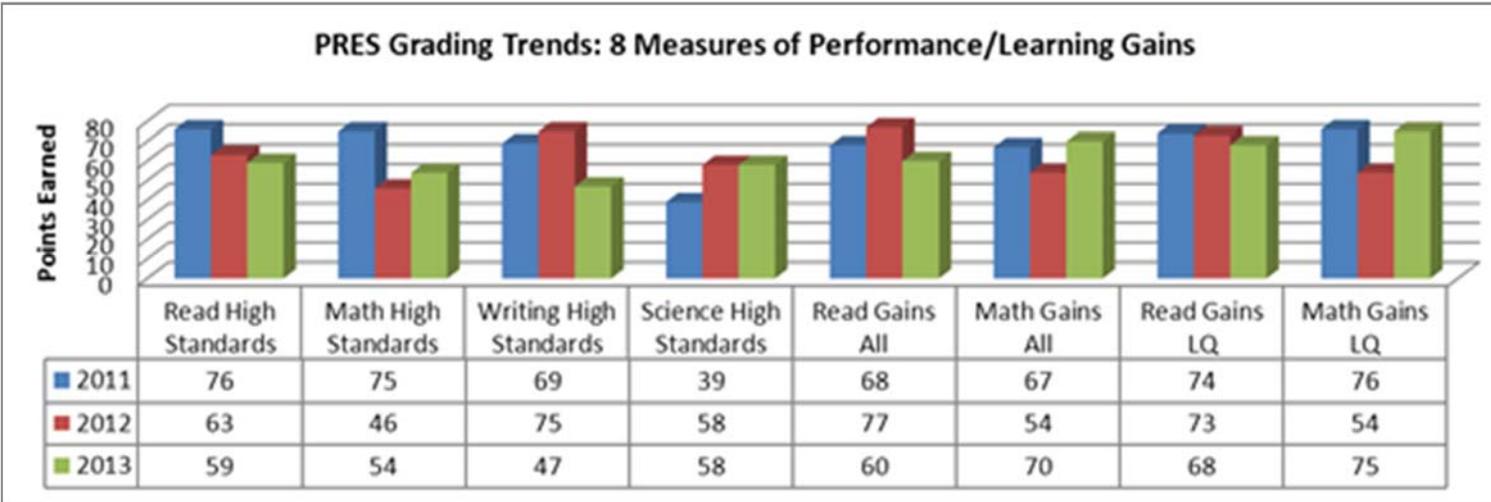
November 12, 2013



# Spring 2013 Lagging Data

Elementary schools are assigned a school grade based upon data from FCAT (2.0) and FAA. The eight assessment-based components of all school grades are calculated based on student achievement in reading, math, writing, and science, annual learning gains for each student, and the progress of the lowest quartile of students. A total of 800 points can be earned. Your school ranking is based upon the **491 total points earned by your school** and is compared with all 1,657 non-charter schools across the state.

The “actual” points earned by your school for each of the eight components are shown below. Your school **did not need the benefit** of the FLDOE one-letter-grade-drop protection. Your school was able to earn your school grade of a “C” on its own.



## CELLA: Proficient Students

	Spring 2013 % of Students	Spring 2014 Target
Listening/ Speaking	100%	100%
Reading	95%	96%
Writing	90%	92%

Additional measures shall be considered if your school site serves 10 or more students taking either the CELLA or Florida Alternative Assessment (FAA).

## Reading FAA: Proficient Students

	Spring 2013 % of Students	Spring 2014 Target
Students scoring at Levels 4-6	12%	10%
Students scoring at or above Level 7	88%	89%

## Math FAA: Proficient Students

	Spring 2013 % of Students	Spring 2014 Target
Students scoring at Levels 4-6	18%	15%
Students scoring at or above Level 7	77%	78%

# Instructions

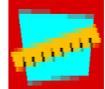
## Purpose

The purpose of the new School Success Plan (SSP) application is to guide the school improvement problem-solving and planning process throughout the year and coordinate strategies and resources that will lead to increased student achievement at the school.

Information is provided to help address school-based needs and to give a glimpse at the 2013-14 District supported priorities. Your specific school-based student academic data has been researched for you and is represented in chart form to help accelerate school-based problem solving. This guide does not attempt to “fill in” the blanks of the SSP, rather provide you with “foundational” information to ignite productive planning. Your school-based problem-solving team will need to address the details of the SSP which are unique to your school/population/climate and prioritize your own academic/behavioral goals. The sooner that is accomplished...the sooner student learning is positively impacted...and the easier it will be to meet/exceed your 2014 Annual Measurable Objectives (AMOs), targets, and goals.

The key below identifies icons that will appear throughout the guide. The District icon will indicate information to help you understand what is supported by the District and specifically what you can “count on” in your planning. The School icon identifies areas where your school-based problem solving team will need to address specifics. The AMO icon (Annual Measurable Objectives) will give you an indication of the “expected” academic objectives defined for your school population (by subgroup). Finally, the Target icon distinguishes where your school-based problem solving team will need to identify specific/reasonable/rigorous academic targets.

### KEY:

District	School	AMO	Target
			

The completed School Success Plan may also serve as the Title I School-wide Plan, as the SSP is embedded with all required components of a school-wide and targeted assistance program, as set forth in the No Child Left Behind (NCLB) Act of 2001, Public Law No. 107-110, Section 1114(b)(1) and 1115(c), codified at 20 U.S.C. § 6314(b).

### Initial Submission

This plan shall be completed and submitted to your elementary SSP contact, Lisa DeGroot.

The deadline for initial submission will be 9/30/2013.

The problem-solving process used within the template will require the school to review data, some of which will be populated by the district and some of which will need to be gathered by the school in consultation with the district.

### Interim Reviews

While there is a deadline each school year by which the School Success Plan shall be initially completed, it is for archival/research purposes only.

The SSP is intended to be a “living” document, allowing schools to continually problem-solve how best to reach their goals and adjust strategies and resources as necessary to improve student achievement. To encourage these ongoing discussions, the template includes an interim review form to be completed after the release of mid-year assessment data (required) and at other appropriate times. Schools are also encouraged to update school information in problem solving documents as changes are made throughout the school year.



## Part II: Current School Status

### A. School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles.	Jeff Harvey, Principal; Michelle Rockymore, President; Rachael Wisniewski, Teacher; Katie Maurer, Teacher; Sue L'Herault, Teacher & Parent; Brandy Latham, Teacher & Parent; Carrie Dillmore, Teacher & Parent; Rachel Nolan-Trefz, Parent; Debbie Roy, Parent; Michelle Jewell, Parent; Tara Catalan, Parent; Will Catalan, Parent
Describe the involvement of the SAC in the development of this School Success Plan.	The School Advisory Council was presented the 2012-13 student achievement data in several meetings. They were part of the goal setting and the brainstorming of the possible barriers to further achievement for the 2013-14 school year. Mr. Harvey will present the completed SSP to the SAC in October, to allow further feedback/input as necessary. At the end of each progress monitoring window, the school leadership team will update SAC on progress toward the Spring goals. The SSP will be adjusted as necessary.
Describe the activities of the SAC for the upcoming school year.	The SAC will meet monthly to discuss school-wide achievement data, current student and parent involvement events, and provide an opportunity for parents to give feedback to the leadership team.
Describe the projected use of school improvement funds and include the amount allocated to each project.	N/A

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council.

Yes we are in compliance	No we are not in compliance
	X

If no, describe the measures being taken to comply with SAC requirements.	The principal has initiated School Connect calls to all families inviting them to the monthly SAC meetings. We include the date & time for all meetings in the monthly parent involvement newsletter, on the school website and on the marquee in front of the school. We also send a flyer home 2 days before the SAC meeting reminding parents of the meeting date & time. Invitations will be extended to parents representative of particular subgroups.
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## Part II: Current School Status...continued

### B. Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Complete the fields for each of the following charts in this section,.

#### INSTRUCTIONAL COACHES

Name	Full time (FT) Part time (PT)	School-based (SB) District-based (DB)	Area of Expertise
Jeff Harvey	FT	SB	Principal
Jody Poulakis	FT	SB	Assistant Principal
Vicki Polk	FT	SB	Lead Teacher
MaryAnn Morehouse	PT	DB	ELA (Elem)
Dominic Piscitelli	PT	DB	STEM
Ellen Harvey	PT	DB	FA/ Health/ World Lang
Michelle Lindo-Rice	PT	DB	SWD (Elem)
Donna Dunakey	PT	DB	SS

#### ADMINISTRATORS

Name	Credentials (degrees and certificates)	# of years as an admin	# of years at current school
Jeff Harvey	MSEd	11	1
Jody Poulakis	MS ED, SpEd EDL	3	1

#### CLASSROOM TEACHERS

# of classroom teachers	# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)	# certified in-field, pursuant to Section 1012.2315(2), F.S.	# ESOL endorsed	# reading endorsed	# with advanced degrees	# National Board Certified	# first-year teachers	# with 1-5 years of experience	# with 6-14 years of experience	# with 15 or more years of experience
51	38	37	40	18	33	1	3	10	30	11



## Part II: Current School Status...*continued*

### B. Highly Qualified Staff ...*continued*

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Complete the fields for each of the following charts in this section.

#### EDUCATION PARAPROFESSIONALS , pursuant to s.1012.02(2) (e)

# of Paraprofessionals	# of Highly Qualified, as defined in 20 U.S.C. § 7801(23)
14	14

#### OTHER INSTRUCTIONAL PERSONNEL (not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals)

#	Define the roles of personnel
1	Remediation Teacher
1	School Social Worker
1	Guidance Counselor
1	ESE Liaison
1	School Psychologist
	Para-Professional III
	Literacy Volunteers

#### Teacher Recruitment and Retention Strategies

**Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.**

##### Strategies:

Recruitment efforts include posting open positions and selecting the most highly qualified applicants for interviews. We provide peer teachers to all new teachers as support through the NET program (see below). The Lead Teacher and AP provide curriculum support as well as support for best instructional practices and Marzano Strategies. Professional Development is provided to ensure the teachers are trained in district and school based initiatives.

##### People Responsible:

Jeff Harvey, Principal  
Jody Poulaiks, Assistant Principal  
Vicki Polk, Lead Teacher

#### Teacher Mentoring Program/Plan

**Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.**

Our teacher mentoring program is the district New Educator program (NET).

Peer teachers were carefully selected keeping in mind the Clinical Educator Training requirement. Teachers with grade level expertise and a track record of consistent student achievement were selected and paired with the new teachers. The AP, Lead Teacher, new teachers and peer teachers met with Fran Holleran to discuss the requirements of the NET program, documentation required for the portfolio and suggested activities to support the new teachers.

Peer teachers and new teachers are scheduled to meet weekly for the first semester and bi-weekly the second semester as well as submit Mentoring Meeting Logs to Fran Holleran and AP quarterly.

The AP and Lead Teacher "check-in" frequently with the new teachers to ensure they receive the level of support necessary to be successful.

## Part II: Current School Status...continued

### C. Multi-Tiered System of Supports/Response to Instruction/Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



#### Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction, intervention, and/or enrichment for ALL students. CCPS supports integrated instruction and intervention delivered to students in varying intensities:

- Core Instruction...Tier 1
- Supplemental Instruction...Tier 2
- Intensive Intervention...Tier 3

Instruction/intervention is based on student need. “Need-driven” and “data-based” decision-making seeks to ensure that district resources reach the appropriate schools (students) at the appropriate levels to accelerate the performance of **ALL** students to achieve and/or exceed grade level expectations.

A district team, represented by various departments, meets regularly to review, analyze, and establish the CCPS MTSS District Goals. They are keenly aware of the need for an effective data-based problem-solving process for the implementation and monitoring of school MTSS and School Success Plan (SSP) structures. In the spring of 2013, CCPS purchased a data source and management system from Softwrenology called School Portal. School Portal is a universal system that allows for seamless documentation and continued support of students using common MTSS structures, processes, content, and early warning systems. Implementation of School Portal will begin with the 2013-14 school year. Four “pilot” schools will be selected to participate in the field testing of the system. Those schools will work closely with Softwrenology to ensure the effectiveness of the system. All schools will have open access to this system and are invited to use School Portal as their 2013-14 monitoring tool of academic and behavioral interventions. Performance Matters will continue to be supported by the district as a primary data source tool and can be used to examine the effectiveness of the schools’ three tiers of academic instruction. Focus and the Statewide RtI: B database will continue to be available as sources of data for continuous monitoring of school wide behavioral programs.

The district will provide assistance to schools/teams based upon their structures and needs. Personnel, supported by the district, are available to site-based TST and SAT Teams as partners and coaches. Personnel include:

- School Psychologists
- School Counselors
- School Social Workers
- ESE Liaisons
- Elementary Lead Teachers
- Elementary and Secondary Lead RtI Coaches
- PBIS/RtI: B Coaches and Team Leaders

## Part II: Current School Status...continued

### C. Multi-Tiered System of Supports/Response to Instruction/Intervention (Rti)...continued

Elementary Schools will be adopting new curriculum for both English Language Arts and Math Florida Plan Standards. Each adoption provides the following curriculum for the three tiers of support/services.

	ELA	Mathematics
<b>Tier 1: Core Instruction</b>	Pearson Reading Street	EnVision Math
<b>Tier 2: Supplemental Instruction</b>	Response to Intervention Kit	Florida Common Core Ready Made Centers Kit <i>(step 4 of every lesson)</i>
<b>Tier 3: Intensive Intervention</b>	My Sidewalks Intervention Program	Common Core Math Diagnosis and Intervention System <i>(Part 1: K-3; Part 2: 4-5)</i>

In addition to new curriculum, the district will provide iReady for ELA and Math to monitor student progress and to provide comprehensive diagnostic information to help drive instruction and meet the specific needs of all students.

**\*Note: Every school has access to site license for Fast ForWORD to use with Tier 3 students.**

The Fast ForWord program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader.

A **new** District Stakeholders Initiatives web page offers information, resources, and links to help support the understanding of MTSS and building capacity in data-based problem-solving for CCPS staff.

<https://docs.google.com/presentation/d/1UTBX8TI3tPqeKzQ51g4hTQ4ds6Kf7fiROy7XjTa5jkh/present#slide=id.p>



## Part II: Current School Status...continued

### C. Multi-Tiered System of Supports/Response to Instruction/Intervention (Rti)...continued

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SSP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Instruction and intervention are delivered in 3 tiers of intensity based on student need. The data-based problem solving process begins at the classroom level. Teachers monitor formative assessments and BOY, MOY, and EOY I-Ready Diagnostic data, as well as behavioral and attendance data in FOCUS. If a particular child falls below the classroom performance average of 80%, the case is brought to Child Talk at the team level. The Lead Teacher or Assistant Principal may participate as needed. The team brainstorms strategies/interventions to support the student. The classroom teacher implements the intervention(s) and monitors progress. If there is improvement, the process stops. If there is little to no progress, the team meets again. The teacher begins the Rti forms and graphs the intervention data. The grade level Rti coach meets with the teacher to determine if the case should go before the Teacher Support Team (TST). A classroom observation of the intervention is conducted, forms are completed and the case is placed on the TST agenda. The TST monitors the implementation and integrity of the interventions.

The school leadership team (core team) monitors grade level data to ensure effectiveness of core curriculum and resource allocation, teacher support systems, and academic/behavioral progress of students. Each core team member serves as a grade level Rti/TST coach. The core team meets to discuss grade level, classroom level and individual student data trends. Resources in the form of staffing are flexible and allocation is determined based upon identified needs. The core team also meets with the grade level team leaders monthly. Team needs are brought to this meeting and the interest based problem solving process is employed. If needs/issues are not met at this meeting, the concerns are taken to the Partnership for Performance Council (PPC) which is chaired by the Principal and CFEA Union Representative. The SSP is addressed in a very similar manner. The SSP Leads (Principal, PPC Co-Chair, AP) review the SSP monthly and review student data to ensure the strategies in the SSP are being effective. Ongoing progress monitoring (OPM) data is reviewed each time students take a progress monitoring assessment. (Assessment calendar is created & shared with all school stakeholders). MTSS/SSP structures are shared at faculty meetings, team meetings, Core meetings, SAC meetings, etc.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SSP?

Principal: Oversees MTSS and creation of SSP, leads the SSP Core Team, serves as 5th grade Rti coach.

Assistant Principal: Rti/TST Team Leader, member of SSP Core Team, leads the periodic review of the SSP with Core Team, Faculty and parents by presenting SSP/MTSS data and actual plans to SAC. Serves as 3rd grade Rti/TST coach.

Guidance Counselor: Rti/TST co-chair. In conjunction with AP and School Psychologist, determines the cases to be added to the TST agenda, invites parents, and takes notes/maintains the TST calendar during the TST meetings. Serves as 4th grade Rti/TST coach.

Lead Teacher: 1st & 2nd Grade Rti/TST Coach, member of the SSP Core Team, Admin Core Team, and lead for Gen Ed student data.

ESE Liaison: Kinder & ESE Rti/TST Coach, Admin Core Team. Lead for academic/behavioral interventions for ESE students.

School Psychologist: Rti/TST Co-Chair with Guidance Counselor. In conjunction with AP and Guidance Counselor, determines the cases to be added to the TST agenda, and takes notes/maintains the TST calendar during the TST meetings. Assists teachers with data graphing, intervention monitoring and creation of FBA/BIP for Gen Ed students. Coordinates FBA/BIP with Behavior Specialist for ESE students.

PPC Co-Chair: Serves as lead with Principal and AP on SSP.



## Part II: Current School Status...*continued*

### C. Multi-Tiered System of Supports/Response to Instruction/Intervention (Rti)...*continued*

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Data Sources: Tier 1&2: I-Ready Reading and Math (CORE), teacher formative assessments, FOCUS Gradebook, Performance Matters  
 Tier 3: Fast Forward, Classroom Intervention Data as maintained in PRE Framework Folder. Softwareology added this year  
 All 3 Tiers use PBIS: Behavioral Data (Discipline referrals) FOCUS, Pawsitive Referral Data, Teacher Tracking Forms, and Attendance Data. Assistant Principal and School Social Worker discuss attendance data& interventions weekly.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents.

Grade level coaches provide MTSS support to staff in faculty meetings, grade level child talk/team meetings, and at the teacher support team meetings. They meet one on one with teachers to prepare for TST meetings, plan and implement interventions and monitor fidelity of implementation. School Leadership Team monitors MTSS and meets with staff monthly; provides PD as need is determined. PPC meets monthly and uses school-wide data to support the problem solving process. School leadership also presents MTSS/SSP support to parents at SAC meetings. We meet with individual parents as requested.



## Part II: Current School Status...continued

### D. Early Warning Systems



Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success. **Focus**, provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support individual school-based criteria for a custom report. **Performance Matters** is a data network that provides a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention. Finally, with the start of the 2013-14 school year, CCPS will be releasing **School Portal** from Softwarology. CCPS will be working closely with Softwarology to ensure that the SSP early warning indicators are integrated into School Portal.



The following chart should be filled out with the number of students that fall in each column. The SSP Team will compile a list of the actual student names that match the numbers below. That file will be kept as a confidential file to be updated regularly and will be used for planning purposes only. It is not intended for public review.

# of students who miss 10 percent or more of available instructional time	# of students retained, pursuant to s. 1008.25(4)(c), F.S.	# of students who are not proficient in reading by third grade	# of students who receive two or more behavior referrals	# of students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.
61	10	45	34	35 (13 In-school, 22 Out of school)



## Part II: Current School Status...*continued*

### E. Increased Learning Time/Extended Learning Opportunities

**Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).**

- Master schedule protects instructional time and supports ESE push-in service delivery by staggering the reading and math blocks K-5.
- Enrichment classes are offered in third, fourth and fifth grade.
- Kahn Academy is offered in third and fourth grade.
- Before school math remediation begins in October 2013 for the lowest quartile
- Fast Forward is used with students receiving Tier 3 intervention.
- Master schedule built to provide grade level common planning times to foster collaboration, plan and engage in professional development.
- Bi-weekly PLC implemented to support teachers in PACE evaluation and Marzano Framework.

**Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.**

- See previous section of MTSS/SSP
- Effectiveness of before school math remediation will be evaluated using I-Ready Diagnostic data. Core team will evaluate effectiveness monthly. Grade level Data PLCs will also analyze growth of the lowest quartile.
- Effectiveness of Fast Forward uses the data from the program. Core team will evaluate effectiveness monthly. Grade level Data PLCs will also analyze growth of students in Tier 3 of MTSS/RtI.
- Marzano/PACE PLC data collected in teacher self assessments, Deliberate Practice Plan steps 4, 5 and 6, Pre/Post conferences between school leader and teacher as well as the mid-year and end of year conferences in which we discuss teacher progress toward attainment of DPP goal and mastery of Marzano elements.



## Part II: Current School Status...continued

### F. Literacy Leadership Team (LLT)

This section meets requirements of Rule 6A-6.053(3), F.A.C.

Name of members of your school-based LLT	Position	Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).	What will be the major initiatives of the LLT this year
J. Poulakis	Assistant Principal	The overall purpose of the LLT is to increase student achievement in reading, writing, speaking, and listening. The team supports students in becoming life long readers and writers. Its major roles are to address literacy needs of the student body and help identify professional development needs of the staff. The team discusses any school-wide reading initiatives and/or concerns. It periodically reviews student achievement data. The LLT also participates in the District textbook adoption process. The team includes grade-level representatives, the Lead Teacher, the Media Specialist and Assistant Principal. The	The major initiatives for the 2013-14 school year include implementation of the Common Core State Standards (CCSS) for grades K-2 and the blend of CCSS with the current Next Generation Sunshine State Standards (NGSSS) for grades 3-5. The team continues to discuss the district trends in student achievement in reading and ways to bring back a "love of reading". The LLT will also support the roll-out of the new Pearson reading materials K-5.
V. Polk	Lead Teacher		
R. Chehak	Media Specialist		
N. Dalpian	1st Grade Teacher		
J, Hartke	ESE Teacher		
D. McGehee	Third Grade Teacher		
J, Sifrit-Reed	Second Grade Teacher		
J. Tardiff	Kindergarten Teacher		
S. Umbras	Fourth Grade Teacher		
K. Zambito	Fifth Grade Teacher		

### G. Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.

We participate in Kindergarten Round Up in the Spring. Students are given a tour of the school, visit Kindergarten classrooms, and participate in a read-aloud lesson. The Pre-K class on campus visits classrooms and participates in Kinder Round Up. Imagination Library is offered to Pre-Kinder families at our Spring Events.



## Part II: Current School Status...*continued*

### H. Leadership

Personal and systemic leadership is an expectation in Charlotte County Public Schools that has been part of our district culture since 2002. The 7 Habits of Highly Successful People, by Dr, Stephen R. Covey, is the foundational basis for leadership training and a way of life for the employees and students of Charlotte County Public Schools.

#### **Describe strategies the school uses to develop and facilitate student and stakeholder self-efficacy, personal accountability, and leadership traits.**

We are proud to be a Covey “Leader in Me” school. We teach students the 7 Habits of Highly Effective People and have created a culture of success based in the habits. Our school-wide Positive Behavior System (PBS) program has aligned its expectations for student behavior with the habits. Students “caught” exhibiting the 7 habits and/or PBS expectations are rewarded with Pawsitive Referrals. Each Pawsitive referral earns the student a leaf for the Habits Tree in the cafeteria. We have monthly Panther Pride assemblies for grades K-5 that award a Leader of the Month for every classroom and 2 Panther Pride awards per classroom for students that have upheld their Panther Promise. Students “caught” practicing the habits and the Panther Promise are often sent to the office to visit the Principal and/or Assistant Principal for a positive reward.

Student leadership is on the rise at PRES. The Lighthouse Team is forming this year with the initial goal of identifying student leadership opportunities on campus and developing a leadership application. Student data binders/leadership notebooks are kept at each grade level. Students invite parents/guardians several times a year to attend Student Led Conferences in which they share their academic and personal goals as well as progress toward those goals.

Staff leadership opportunities include but are not limited to team leaders, various data PLC facilitators, and academic PLC leaders.

#### **Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.**

Pawsitive referral data (PBS) is reviewed quarterly by the Assistant Principal and the PBS team. We specifically look at grade level referral trends compared to grade level discipline data.



## Part II: Current School Status...*continued*

### I. Wellness

Research shows that students' health and well being correlates with academic performance. Schools play an important role in educating and encouraging wellness for their students by providing a safe environment where bullying behavior is not allowed or tolerated, and by providing nutritious meals and snacks through the schools' meals program, supporting the development of good eating habits, and promoting increased physical activity both in and out of school.

#### **Describe strategies the school uses to improve and enhance the wellness of students and staff in the areas of bullying and nutrition.**

Bully Prevention Goals: To increase student awareness of the power of the witness and the difference between normal student conflict and bullying.

Strategies include:

- Bully Prevention Activities in the month of October to include classroom lessons by the School Resource Officer (SRO) K-2 and the Guidance Counselor 3-5.
- School-wide pledge to stand against bullies on the morning news.
- Bully Prevention brochure will be sent home to all students, explaining the differences between normal peer conflict, harassment and bullying, as well the power of the witness, and the many ways students can report bullying anonymously.
- Ongoing use of the iSafe curriculum by classroom teachers. Implementation of iSafe monitoring document this year.

Nutrition Goals: To increase the number of students choosing fruits and vegetables at lunch as well as increasing the number of students that eat breakfast daily.

Strategies include:

- We offer the Backpack Kidz program sponsored by the Yah Yah Girls. 300 students receive a snack backpack every weekend.
- We have built in 30 minutes of physical activity in the form of recess 5 days a week.

#### **Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.**

Number of bully investigations is monitored quarterly. Discipline referrals for disrespect are also monitored monthly to identify students in need of behavior intervention and support through the PBIS team— Assistant Principal and Guidance Counselor. School social worker also supports these efforts with intervention as needed.

The Champs Café manager monitors the number of fruits and vegetables selected by students and adjusts her food orders accordingly. She varies the fruit/veggie choices based on what items the students select the most. The number of students eating breakfast is monitored monthly.



**Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).**

CCPS supports the school’s Parental Involvement planning and implementation in a number of ways:

1. Near the end of each school year the Title I Resource Team conducts a training session for the Parental Involvement Planning Teams (PIPTs) for each school (Title I status is not a consideration in the invitation to attend). During the session school teams (which include parent members) review their data from the current year, discuss needs and barriers, and draft plans for the coming year.
2. Schools’ Family Resource Centers sponsor the Family Reading Experience, which encourages family literacy and provides books to build home libraries for students. The staff members who facilitate the Family Centers also offer various parent learning opportunities during the year.
3. Title I funds a K-12 online parenting resource with information in English and Spanish. The **Parent Institute** is accessed through the CCPS website.
4. The Leader in Me Program is an important component of the learning activities in CCPS schools, and provides opportunities for ‘student-led conferences’ with parents during the year.
5. The annual Title I Parent Survey and Title I Evaluation provide important information for the schools to use in their planning for parental involvement activities.
6. Parents are invited to access academic and affective information about their children through CCPS on-line programs: FOCUS and Parent Portal.



**Consider the level of parental involvement at your school. This may include, but is not limited to the following:**

	# of parent engagement opportunities offered in the school year	Average # of parents in attendance at parent engagement opportunities	% of parents who participated in parent engagement opportunities
<b>2012-13 Actual</b>	17	Luncheons = 100, student conferences= 78, nights	30%
<b>2013-14 Target</b>	20	40-50% of intended audience	40%

**List the major strategies from your Title I Parent Involvement Plan that the school will use to meet the 2013-14 targets above.**

Family Reading Experience (FRE) book check out, parent events, English classes for ELL families.	Grade Level Parent Luncheons
Annual Parent Meeting	Grade Level Standards/Expectations Parent Meetings
Kindergarten Round Up	Volunteer Training
Head Start Home Visits	
Imagination Library	Family Book Fair
Academic Family nights, math, science, multi-cultural night	Student led Conferences & Leadership Notebooks

## Part III: Expected Professional Practice Improvements



### A. Professional Practice Improvements District-wide

Fourteen elements, from Domain 1 of the Marzano Art and Science of Teaching Learning Map, have been selected as areas of district-wide expectations for all schools and all instructional personnel. They are identified below:

Lesson Segment Involving Routine Events	Lesson Segment Addressing Content	Lesson Segment Enacted on the Spot
<b>DQ1: Communicating Learning Goals and Feedback</b>	<b>DQ2: Helping Students Interact with New Knowledge</b>	<b>DQ5: Engaging Students</b>
1. Providing clear learning goals and scales (rubrics). 2. Tracking student progress	6. Identifying critical information 13. Reflecting on learning	24. Noticing when students are not engaged 28. Maintain a lively pace
<b>DQ6: Establishing Rules and Procedures</b>	<b>DQ3: Helping Students Practice and Deepen New Knowledge</b>	<b>DQ7: Recognizing Adherence to Rules and Procedures</b>
4. Establishing classroom rules	17. Examining similarities and differences 18. Examining errors in reasoning 19. Practicing skills, strategies, and processes	33. Demonstrating “withitness”
	<b>DQ4: Helping Students Generate and Test Hypothesis</b>	<b>DQ8: Establishing and Maintaining Effective Relationships with Students</b>
	22. Engaging students in cognitively complex tasks involving hypothesis generation and testing	37. Using verbal and nonverbal behaviors that indicate respect and care for students
		<b>DQ9: Communicating High Expectations for All Students</b>
		39. Demonstrating value and respect for all students



### B. Professional Practice Improvements School-wide

Two elements, from Domain 1 of the Marzano Art and Science of Teaching Learning Map, must be selected as areas of school-wide expectations for all instructional personnel. The elements must be in addition to the district-wide 14 selected above. They are identified below:

DQ #	Element #	Element Description
3	15	Organizing students to practice and deepen knowledge
9	40	Asking questions of all students

# Part V: Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.



New legislative mandates, FLDOE requirements, Race to the Top grant deliverables, the Common Core State Standards, and the new evaluation system for teachers and administrators, require changes in the professional development system in all Florida school districts. The goal of this redeveloped system is the planning, learning, implementation, and evaluation of professional development that has a positive impact on student and teacher learning and achievement.

These shifts require changes in strategic planning to meet district professional development (PD) needs while building sustainability for the future. The shifts in expectations for student learning and educator proficiency require new/previously untapped information and data sources to determine the focus for each school's and the district's professional development offerings. These must include:

1. An increased focus on student learning data including content, skill areas, performance levels, and subgroups needing special assistance
2. Teacher performance data, deliberate practice goals, and certification requirements

Until now, FLDOE defined high-quality professional development as that which has a focus on academic content, develops teacher knowledge and skill, and aligns with academic standards, curriculum, and assessments. In addition to these qualities, FLDOE now recognizes five additional high-quality professional development qualities. The district redeveloped system now must also include professional development which:

- involves active learning by participants
- is applied in the context of teacher practice
- is participatory and collaborative
- occurs over a sustained period of time
- requires teachers to direct their professional development

FLDOE has identified school-based professional learning communities (PLCs), instructional coaching, face-to-face learning experiences, and lesson study groups (LSGs) as required structural support methods to improving teacher practice and student learning. To support schools in their increased professional development role, the district will assist school leaders in establishing targets, plans, and procedures for progress monitoring, while providing resources and support to school-based PLCs and LSGs. These will include a newly designed PD/PLC Toolkit with resources for planning and implementing school site training and PLCs. Capacity-building sessions for school leadership teams and teachers will continue to be offered as appropriate.



## Part V: Professional Development...continued

For each professional development activity identified in Steps 4 -5 (8 Step Problem Solving process) as a strategy to eliminate or reduce a barrier to Reading and Math success, provide the following information:

### READING BARRIER

Topic, focus, and content	Facilitator or leader	Participants (e.g., PLC, grade level, school-wide)	Target dates /schedule (e.g., early release day, 1x/month)	Strategies for follow-up and monitoring, including person responsible
Differentiated Instruction	Poulakis	School wide	October 10, 2013	Monitor lesson plans, classroom walkthroughs, observations, and data chats– Harvey & Poulakis
Pearson PD	Pearson Rep	K-5 teachers	September 18, 2013	Grade level meetings with lead teacher, Polk
Increasing vocabulary	Polk	K-5 teachers	Fall 2013– ongoing faculty	Vocabulary notebooks, Polk & Poulakis
Increasing data driven Instruction	Polk, Poulakis	K-5 teachers	3 Data days: Oct, Jan & Mar	Team meetings, lesson plan review, classroom observations, iReady data review. Polk, Poulakis, Harvey

### MATH BARRIER

Topic, focus, and content	Facilitator or leader	Participants (e.g., PLC, grade level, school-wide)	Target dates /schedule (e.g., early release day, 1x/month)	Strategies for follow-up and monitoring, including person responsible
Pearson PD	Jan McGregor	K-5 Teachers	Fall 2013	Monitor lesson plans, Poulakis & Harvey Grade level meetings with lead teacher, V. Polk
Ways to increase math fluency	Polk	K-5 Teachers	Fall 2013	Monitor lesson plans, classroom observations, data chats. Poulakis & Harvey.
Increasing data driven instruction	Polk, Poulakis	K-5 Teachers	3 data days: Oct, Jan & Mar	Team meetings, lesson plan review, classroom observations, iReady data review. Polk, Poulakis & Harvey
Using manipulatives to support number sense and concept mastery	Polk, McGregor	K-5 Teachers	Fall 2013	Monitor lesson plans, classroom observations, data chats. Poulakis & Harvey.

# Part VI: Budget

**A. Coordination and Integration** This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



The CCPS vision, ***Student Success!*** drives the actions of the District and each school. The organizational structure and communications processes link school and District leaders in regular and ongoing communication that facilitates the coordination and integration of resources and support for the school improvement initiatives.

Monthly Principals' and District Leadership Team meetings bring leaders together in opportunities to ask questions, share information, and brainstorm ideas that support student achievement. District leaders visit schools to meet formally and informally with school staff to provide support, discuss concerns, and celebrate successes.

The District's Psychometrician and Title I Evaluator each provide a wide range of data reports to schools on a pre-set schedule as well as on request for special information.

The school leadership meets with members of the Divisions of Learning and School Support during the budgeting process and/or at the beginning of the new year to discuss possible resource allocation and/or other support from grants, which may include:

- Title I (Improving the Academic Achievement of the Disadvantaged),
- Title II (Teacher and Principal Training and Recruiting Fund),
- Title III (Supplementary Instructional Support for English Language Learners (ELLs),
- IDEA (Individuals with Disabilities Education Act/ESE),
- Title X (Homeless Education Project, School Social Workers),
- Perkins/CTE,
- Head Start,
- Race to the Top,
- Adult Education,
- Competitive and/or foundation grants

If any grant resources support school programs, the grant managers consult with the school leaders regularly regarding the implementation of the grant program and budget in the school. At the District level, the grant managers meet regularly during scheduled District meetings and collaborate on the coordination of the funds. The District Finance and Budget officers also participate in many of these meetings.

**Describe (on the next page) how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.**



## Part VI: Budget...continued

### B. Budget

Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

#### READING BARRIER BUDGET

Strategy	Type of resource (i.e., evidence-based programs or materials, PD, technology, or other)	Description of resources	Funding Source	Amount needed
1. Increasing differentiation in all classrooms at all grade levels.	Evidence based program, technology	I-Ready Reading Instructional program	Title I	\$2,700
	PD	PD– Differentiated Instruction	Title I	0
	PD	Grade Level PLCs will meet 3 times per year, will need substitutes for teachers all 3 days.	Title I	TBD
2. Implementing best practices of differentiation.	Personnel	Hire remediation teacher to support inclusion	Title I	\$18,000
	Evidence based materials	Vocabulary Binders and sheet protectors	Title I	\$200
	PD	PD– 3 Tiers of vocabulary	Title I	\$50
PD– Pearson	PD			

#### MATH BARRIER BUDGET

Strategy	Type of resource (i.e., evidence-based programs or materials, PD, technology, or other)	Description of resources	Funding Source	Amount needed
1. Increasing differentiation in all classrooms at all grade levels.	PD	Grade Level PLCs will meet 3 times per year, will need substitutes for teachers all 3 days.	Title I	TBD
	PD	PD– Differentiated Instruction	Title I	0
2. Implementing best practices of differentiation.	Personnel	Hire remediation teacher to support inclusion	Title I	\$18,000
	PD	Provide staff PD: Using math manipulatives and math journals	Title I	0
	Evidence based program, tech Personnel	Implement before school remediation using I-Ready Math learning paths for the lowest quartile. Hire staff to supervise .	Title I	TBD