Charlottee County Public Schools

Port Charlotte Middle School

2015-16 School Improvement Plan

Port Charlotte Middle School

23000 MIDWAY BLVD, Port Charlotte, FL 33952

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

Preliminary 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will enable all students to become successful and lifelong learners, by providing a variety of educational experiences in a safe and nurturing environment.

Provide the school's vision statement

Inspiring student success.

School Environment

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

PCMS learns about students' cultures and builds relationships between teachers and students by establishing programs that build leadership capacity. Our strategy is to establish leadership opportunities and build leadership capacity within our student population.
-Leadership roles are provided for students through a variety of organizations that include Respect Our School, Student Government Association, National Junior Honor Society, Builders Club, office assistants, and Academic Integrity Committee.
-PCMS teachers and staff use Positive Behavioral Intervention and Supports (PBIS) to encourage students to make good academic and behavior choices and to recognize positive student effort.
-Grade level meetings are used to help build and maintain positive relationships among students and to promote a school culture that is safe and conducive to teaching and learning.
-Terrier Pride team provides leadership opportunities for students, staff, and parents/school community.
-Anti-bully campaigns involve students and teachers. The message is carried out through posters, discussions, videos, presentations, and training.
-Do the Right Thing provides for nominations of students doing the right thing/making good positive choices are sent to the Charlotte County Law Enforcement. The Do the Right Thing program is an initiative to build student self-esteem and to foster a desire to do the right thing.
-Respect Our School program is designed to promote positive interaction between students, staff, and community.
-The Academic Integrity Committee is a student lead program that promotes academic honesty.
-Athletic programs cultivate school spirit and sportsmanship through participation in and support of the school athletic teams.

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

PCMS provides a safe and respected school environment by establishing programs that give students support and opportunities for school involvement. These programs include;
-TST intervention is for targeted students who are in need of additional support. The team consists of guidance counselors, social worker, ESE liaison, leadership team, and teachers. The TST team meets each week to discuss interventions and modifications.
-The PBIS program (Terrier Pride) recognizes and rewards students for making good choices, improving grades, and demonstrating good citizenship.
-The GREAT program is a 6th grade anti-bullying program that is taught for thirteen weeks by our SRO.

-The SWAT program (prevention of alcohol and tobacco program) is a 6th grade program taught by Drug Free Charlotte.
-School-wide relationship building provides avenues for collaborative decision-making among staff and students. These avenues include PPC, PLCs, SGA, NJHS, ROS, grade level meetings, Terrier share time, department and faculty meetings.
-The Check and Connect program is used to provide support and build confidence for ESE students.
-Anti-Bully Campaign is carried out through posters, discussions, videos, SRO presentations; GREAT training by the SRO.
-Do the Right Thing program nominates students for the Charlotte County Law Enforcement initiative to build student self-esteem and a continuing desire to do the right thing in any situation.
-ROS program is designed to promote positive interaction between students and staff.
-Academic Integrity council is a student lead campaign to encourage students to make right choices.

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

PCMS incorporates a system that streamlines expectations for student behavior and minimizes distractions to keep students engaged during instructional time.
-PCMS holds students accountable to be prepared, considerate, motivated and safe.
-Class meetings are focused on collaborative relationship building and maintaining an environment of respect, trust and safety.
-Intervention programs include the Check and Connect program for ESE students and TST for establishing interventions for at-risk students.
-Tardy policy that encourages students to arrive to class on time.
-School-wide Step Plan teaches students their responsibilities of acceptable classroom behavior and minimizes distractions during class time.

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

PCMS ensures the social-emotional needs of students are met by providing them with services such as:
-Student Mentoring is supervised by trained faculty and staff.
-Bullying has an easy report system by clicking on the link located on the PCMS website.
-Teachers use Positive Behavioral Intervention and Supports (PBIS).
-School campaigns are used to help build and maintain positive relationships among students and to promote a school culture that is safe and conducive to teaching and learning.
-Grade level meetings are held bi-monthly. Teachers meet to discuss students in the Tier I, II, and III levels. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III levels). Suggested interventions are discussed based on data shared as it pertains to attendance, grades, and behavior.
-Every Monday is known as RTI/TST Monday when the leadership team (includes ESE liaison, guidance counselors, social worker etc.) meet to discuss and create individual plans regarding TST students.
-PBIS/RTI coaches and team leaders are provided by the district for assistance in school-wide support.
-Leadership works with faculty and staff on school-wide problem solving and collaborates with the school PPC monthly.
-The Check and Connect program is for ESE students.
-Beyond the Bell provides students with both academic and social opportunities after school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

-Grade level meetings are held bi-monthly. Teachers discuss students in Tier I,II, and III levels. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III levels). Graphs are displayed for the Team (including parents). Data is also discussed at department meetings, RTI/TST meetings, and PLC meetings.
-Every Monday the RTI/TST team meet with Leadership to discuss and create individual plans regarding students.
-The Instructional coach, PPC team, teachers and leadership collaborate monthly on school-wide problem solving.
-The data listed here represents 2014-15 Semester 2

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	37	67	46	150
One or more suspensions	17	16	16	49
Course failure in ELA or Math	3	23	5	31
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	43	77	56	176

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

In addition to ELA classes, level 1 and 2 reading students are provided extra time and support through intensive reading classes. Our lower level 6th and 7th grade math students are placed in a lower level math class. At-risk eighth grade students are placed in an intensive math block. After school math tutoring is available for all students. The iReady program provides lower level math and reading students with additional support. Our functional/transitional students are provided support through the Fast Forward program. Additional support is provided by trained staff through the Strategic Instructional Model (SIM). Thinking Maps is a district wide initiative implemented to provide students with problem solving strategies.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/190859.

Description

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

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

We work closely with Walmart to implement the national Mi Futuro mentoring program. Mentors from Walmart visit once a month and mentor 8th grade students on career choices. We also work with other local businesses in providing incentives for our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Gifford, Maria	Principal
LeClair, John	Assistant Principal
Shafer, Richard	Assistant Principal

Duties

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

*Principal-Co-Chair of PPC, SAC, Literacy Council. Responsible for scheduling Professional Development activities requested by the staff. Assist with student discipline interventions and parent conferences. Work with the Instructional Coach and program planners to review grade level data and provide support in the RtI/TST process. Facilitates department PLCs, Oversees instructional intervention programs.
*Assistant Principals-Co-Chair of the SSPPC, member of PTO, Assist with student discipline interventions and parent conferences. Facilitates the new Teacher PLC and works with teachers on coordinating professional development opportunities. Work with the Instructional Coach and program planners to review grade level data and provide support in the RtI/TST process.
*Instructional Coach-Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at TST meetings..
*Social Worker-Works with attendance matters; meets with parents re: behavior issues and assists with family services.

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

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 occur by having 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-this program 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 school-based criteria for custom reports

Performance Matters, iReady, and School Portal-data networks that provide 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.

It is the responsibility of the Principal, Assistant Principal, and District Personnel to determine the most efficient use of these programs. Principals and Assistant Principals meet with District Personnel monthly to review and discuss the effectiveness of programs, personnel and funding issues.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Gifford	Principal
Tracy Herman	Teacher
Andrea Goldman	Parent
Cathy Kelly	Parent
Diane Lanovara	Education Support Employee
Antoninette Knopf	Parent
Marjorie Johnson	Parent
Emilee Gartner	Parent
Joseph Tiseo	Business/Community
Andrea Vazquez	Parent
Lillian Guerra	Parent
Melissa Stainton	Parent
Cristina Janson-Dugan	Parent

Duties

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

Evaluation of last year's school improvement plan

Will review student achievement data and FLDOE direction for Florida Core Standard instruction expectations to raise student achievement. Will review the Title One plan and make any necessary adjustments for student programs.

Development of this school improvement plan

The School Advisory Committee reviews and discusses previous state and baseline assessment scores. Presentations, including this document, are made by the Principal and Assistant Principal. Throughout out the school year, the committee receives updates on baseline and mid-year assessment data through the school leadership team. A business/community member who serves on SAC also reports on various local business initiatives that may impact our school community. Other school initiatives are presented by our teacher representative as well as to keep all stakeholders informed. The SAC also reviews and provides valuable input on SSP at beginning, middle, and end of the year.

Preparation of the school's annual budget and plan

Meetings will be held to review and discuss the school's Title One budget and plan:
At these meetings, we will discuss the need to provide funding for student initiatives that support student learning, plans for monthly PLCs, Data team workshops and instructional rounds.

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

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

PCMS continues to work toward compliance with section 1001.452, Florida Statues by;
-Distributing flyers to parents at school events
-Placing recruitment notes in school newsletter
-Handing out Individual invitations given to every parent at Title I Open House
-Continue to send special invitations to parents of F/R and minority populations

Literacy Leadership Team (LLT)

Membership:	
Name	**Title**
Gifford, Maria	Principal
LeClair, John	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The committee meets on a monthly basis for planning activities and additionally as needed. Committee members share responsibilities and take the lead on various activities.Tracy Herman is the designated chairperson.
Members: Diane Conrad, Ramona Robinson, Selda McGee, Tracy Herman, Christine Grabowsky, Shane Smulsky
The literacy council, known as Literacy Speaks!, is designed to promote literacy throughout the year with various activities. This school year the major activities will include weekly after school opportunities called Beyond the Bell for students to access the Media Center and monthly book fairs at Books-a-Million. Another on-going event will be hosting at least one novel-based movie per semester shown after school to students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

PCMS strategies to encourage positive working relationships between teachers include:
-Professional Learning Communities are scheduled every Tuesday to address specific instructional needs by department. Teachers discuss strategies, align curriculum to standards, and review strategies for addressing subject specific standards.
-Teachers and leadership team meet bi-monthly to discuss interventions, review data, and provide support for standards based instruction.
-Terrier Share Time provided for professional collaboration focused on classroom instruction and strategies for aligning standards to instruction.
-Teachers are provided time to meet with their department to review student data and make adjustment to their department's action plan.
-Instructional rounds are provided for additional professional development for faculty members.

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

All posted teaching positions are advertised on the district website. Specific job descriptions are written and verified by human resources. Potential applicants are screened through the district software SearchSoft. Members of the leadership team review all applicants and decide as a team who to interview and hire.

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

Every new teacher to the district participates in the NET program. They are matched (to the best of our ability) with a member of their department and a clinical educator trained teacher. All NET teachers participate in a bi-monthly new teacher PLC that cover a wide variety of topics designed to help new teachers be successful.
Instructional rounds are provided for additional professional development for faculty members.
Instructional coach is available for orientation and mentoring.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Port Charlotte Middle Schools follows the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction. This is accomplished by the following:
-Incorporating CPalms resources.
-Using data days to review student data and implement instructional interventions.
-Attending principal, assistant principal and instructional coach meetings.
-Providing safety nets for struggling students through RTI/TST process.
-Providing opportunities for teachers to participate in instructional rounds.

Instructional Strategies

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

Teachers meet during data days to discuss current student data, review instructional plans and develop action plans that address the academic needs of their students. iReady data, teacher assessments, USATest Prep, and school portal reports are used to determine action plans for differentiating instruction. Teachers adjust their instruction based on performance outcomes of student data. Some ways teachers provide additional help and adjust instruction are:
- Additional computer time.
- Class work stations.
- Availability of auto response systems.
- Adjusted lessons to accommodate accelerated students or students who need additional help.
- Implements strategies that target specific needs of students.
- Before and after school help.

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: After School Program

Minutes added to school year: 3,780

Provide math remediation/enrichment for 45 minutes after school, three days a week.

Strategy Rationale

Providing after school math accommodations will allow teachers time to work with students individually to address the specific needs of their students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
LeClair, John, john.leclair@yourcharlotteschools.net

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

iReady and USATest Prep scores, teachers' assessments, students' math grades

Strategy: Extended School Day

Minutes added to school year: 3,600

After School Credit Recovery

Strategy Rationale

Provide additional instructional time to recover missing credits

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
LeClair, John, john.leclair@yourcharlotteschools.net

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

Attendance and completion of course records

Strategy: After School Program

Minutes added to school year: 3,360

Provide credit recovery opportunities for students

Strategy Rationale

Provide credit recovery opportunities for students to keep them on track for high school

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
LeClair, John, john.leclair@yourcharlotteschools.net

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

FOCUS grade reports, GPA reports, student transcripts, and teacher assessments

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

-In the spring, PCMS hosts Sixth Grade Riser Orientation.The fifth grade students and their parents are invited to an orientation at PCMS. Parents are invited to walk the campus, meet teachers, and are given an overview of the school day.
-Invite sixth grade risers to tour the campus in the spring.
-Guidance counselors and student representatives will visit feeder schools.
-In the month of August, parents and students are invited back to school for an open house

symposium. During the open house, parents can follow their child's schedule, meet and greet their child's teachers, and hear presentations on the various clubs and activities available to students. Topics for presentations include academic and behavioral expectations, dress code, schedule changes, etc.

-In the spring, the high school guidance department visit with 8th grade students to review high school course selections and discuss course requirements.

-SAC schedules a parent information session in the spring for 8th grade parents. The high school leadership team is invited to share their school's requirements, course selections, and clubs and activities available to 9th grade students with them.

College and Career Readiness

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

-Mi Futuro with Wal-Mart - Mentors from Wal-Mart visit once a month to mentor students and share lessons on careers.
-My Career Shines Program for seventh and eighth grade students.
-STEM classes are offered to eighth grade students.
-WeatherSTEM program will be offered to our science students highlighting careers in weather and agriculture.

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

-PCMS IT Academy provides students with the opportunity to earn HS credit as well as earn Microsoft industry certifications. The IT Academy is for all 7th grade and select 8th grade students. Sixth grade students will participate in IC Sparks Certification.
-STEM is the 8th grade course that provides students with technical education and offers students opportunity for local and state competitions in the areas of Math, Science and Engineering.

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

-STEM curriculum integrates with the 8th grade computer classes. Although not a part of the IT Academy, students are given the opportunity to work on their industry certification in Microsoft products.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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. To improve student performance by aligning instruction and assessment to the Florida standards.

Strategic Goals Detail

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

G1. To improve student performance by aligning instruction and assessment to the Florida standards. 1a

🔍 G070991

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- Curriculum maps, CPalms, C&I, instructional coach, curriculum resources, iReady, PLCs, USA test prep, FSAssessment.org, new teacher mentor, Edivations, PD360, instructional rounds, Parent/Family Center, formal and informal observations, Focus, School Portal, Edline, PAW icon, Terrier Pride program, RtI, new teacher PLCs, after school tutoring program, credit retrieval, Check and Connect Mentor Program, classroom technology for instruction

-

Targeted Barriers to Achieving the Goal 3

- Lack of experience with the Florida standards by instructional staff and leadership

- Lack of understanding of the structure and format of state assessments

Plan to Monitor Progress Toward G1. 8

Increased student achievement as measured by iReady and USA TestPrep reports, report cards, and state and local summative/formative assessments.

Person Responsible
Maria Gifford

Schedule
Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion
assessment results, report cards

Plan to Monitor Progress Toward G1. 8

Improved professional practice in aligning instruction and assessment to the Florida standards

Person Responsible
Maria Gifford

Schedule
Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion
Informal and formal observations, walk-throughs, lesson plans, student assessment results, teacher created assessments, department PLC documentation

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. To improve student performance by aligning instruction and assessment to the Florida standards. `1`

🔑 G070991

G1.B5 Lack of experience with the Florida standards by instructional staff and leadership `2`

🔑 B185125

G1.B5.S1 Continuous professional development and collaboration focusing on the Florida standards. `4`

🔑 S196551

Strategy Rationale

The instructional staff and leadership need time to reflect, share and implement the Florida standards.

Action Step 1 `5`

Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.

Person Responsible

John LeClair

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

department PLC documentation forms

Action Step 2 `5`

department data days as scheduled

Person Responsible

Susan Kickbush

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

data day forms

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

AP will collect and review evidence provided by the department chairs

Person Responsible

John LeClair

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

The department PLC documentation and data day documentation

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

School leadership will observe elements of effectiveness through classroom visits, informal and formal walk-throughs, student assessment, conversations with teachers and students, and reviewing student work.

Person Responsible

John LeClair

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Edivation, iReady, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice

G1.B9 Lack of understanding of the structure and format of state assessments 2

B185129

G1.B9.S1 To understand the structure and format of state assessements in order to create classroom assessments that align with them. 4

S196552

Strategy Rationale

Students are better prepared to show mastery on local and state assessments

Action Step 1 5

Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.

Person Responsible

Susan Kickbush

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Agenda, PD documentation, Asssessments

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Collect documentation from PD actvities and assessments used for students

Person Responsible

John LeClair

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Copies of assessments, PD documentation

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

We will analyze data from teacher made assessments and compare the results on state assessments over time

Person Responsible

Maria Gifford

Schedule

Annually, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student test results on formative and summative tests

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.	LeClair, John	8/10/2015	department PLC documentation forms	5/27/2016 monthly
G1.B9.S1.A1	Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.	Kickbush, Susan	10/5/2015	Agenda, PD documentation, Asssessments	5/27/2016 monthly
G1.B5.S1.A2	department data days as scheduled	Kickbush, Susan	8/10/2015	data day forms	5/27/2016 quarterly
G1.MA1	Increased student achievement as measured by iReady and USA TestPrep reports, report cards, and state and local summative/formative assessments.	Gifford, Maria	8/10/2015	assessment results, report cards	5/27/2016 biweekly
G1.MA2	Improved professional practice in aligning instruction and assessment to the Florida standards	Gifford, Maria	8/10/2015	Informal and formal observations, walk-throughs, lesson plans, student assessment results, teacher created assessments, department PLC documentation	5/27/2016 weekly
G1.B5.S1.MA1	School leadership will observe elements of effectiveness through classroom visits, informal and formal walk-throughs, student assessment, conversations with teachers and students, and reviewing student work.	LeClair, John	8/10/2015	Edivation, iReady, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice	5/27/2016 weekly
G1.B5.S1.MA1	AP will collect and review evidence provided by the department chairs	LeClair, John	8/10/2015	The department PLC documentation and data day documentation	5/27/2016 monthly
G1.B9.S1.MA1	We will analyze data from teacher made assessments and compare the results on state assessments over time	Gifford, Maria	10/5/2015	Student test results on formative and summative tests	5/27/2016 annually
G1.B9.S1.MA1	Collect documentation from PD actvities and assessments used for students	LeClair, John	10/5/2015	Copies of assessments, PD documentation	5/27/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To improve student performance by aligning instruction and assessment to the Florida standards.

G1.B5 Lack of experience with the Florida standards by instructional staff and leadership

G1.B5.S1 Continuous professional development and collaboration focusing on the Florida standards.

PD Opportunity 1

Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.

Facilitator

department chair

Participants

department members

Schedule

Monthly, from 8/10/2015 to 5/27/2016

PD Opportunity 2

department data days as scheduled

Facilitator

department chair and instructional coach

Participants

department members

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

G1.B9 Lack of understanding of the structure and format of state assessments

G1.B9.S1 To understand the structure and format of state assessements in order to create classroom assessments that align with them.

PD Opportunity 1

Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.

Facilitator

Susan Kickbush

Participants

Teachers

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.				$2,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0131 - Port Charlotte Middle School	Title I Part A	0.0	$2,000.00
			Notes: Books for PLCs			
	6400	120-Classroom Teachers	0131 - Port Charlotte Middle School	Title I Part A	0.0	$800.00
			Notes: PLC for Math monthly 5 teachers			
	6400	510-Supplies	0131 - Port Charlotte Middle School	Title I Part A	0.0	$50.00
			Notes: Book			
2	G1.B5.S1.A2	department data days as scheduled				$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0131 - Port Charlotte Middle School	Title I Part A	0.0	$1,600.00
			Notes: District initiative & funding			
3	G1.B9.S1.A1	Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0131 - Port Charlotte Middle School	Title I Part A	0.0	$300.00
			Notes: Materials and printing for professional develpment			
					Total:	$4,750.00