Punta Gorda Middle School

2016-17 Schoolwide Improvement Plan

Punta Gorda Middle School

1001 EDUCATION AVE, Punta Gorda, FL 33950

http://www.yourcharlotteschools.net/pgms

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Charlotte County School Board on 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Punta Gorda Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Punta Gorda Middle School (PGMS): To discover and develop leaders who choose to SOAR: Strive for success, Opt for honesty, Act responsibly, and Respect others.

b. Provide the school's vision statement.

At PGMS we want all of our students to be successful, honest, responsible and respectful.

2. School Environment

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

PGMS sponsors a variety of interest, service, and academic clubs. We have school wide education on critical relationship issues using TV Production students to create and televise skits, music, and instruction on hot social issues. We also have formal education via Foreign Languages, Social Studies and Language Arts curriculum. PGMS also reaches out to the community and the school wide student population by allowing the groups to show representation at the following: 1) Open House for each grade level, 2)Spring Orientation for rising 6th graders from across the district.

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

At PGMS all Administrators, Faculty, and Support Staff, function to ensure the safety of all members of the school community. Our school uses a single point of entrance for all visitors. Each visitor is required to produce a photo ID. All visitors must first undergo an electronic background check via our Raptor program before gaining access to our campus. All external doors lock automatically upon closing. Electronic alarms are set at the close of each day and monitored 24 hours a day by security. In addition, a camera system is used to monitor and record the activity on the entire campus. These cameras feed into monitors located in the office of our SRO. We have a Punta Gorda Police Officer stationed on our campus all day everyday. All Teachers are assigned duty stations and are provided emergency instructions. These instruction are provided in writing, reviewed in faculty meetings at the beginning of each year and rehearsed during drills at least 1 time per month. Drills include, fire, tornado, intruder, and other natural or man made disasters. All students participate in the drills. At the beginning of each year the Student Code of Conduct is provided to each student and reviewed by administrators in large group settings. All school sponsored events, Sports, Field Trips, Clubs, Theater/Drama, Band, etc. are supervised by PGMS administrative staff and or faculty. Parents and guardians are informed as to the dates and times of all practices, games and performances etc. via the School Calendar, located on the school website, phone calls, which go to each home, the Marquee sign at the front of the school, and the school newsletter. Administration at the school strive to set a clear example of respect by demonstrating honesty, listening openly, and responding compassionately to all who enter doors. This same behavior is expected of all our staff and taught to all students.

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

PGMS uses a clearly defined disciplinary step system to minimize disruptions to the learning environment. This system is built around the District's publication 'The Student Code of Conduct'. At the beginning of each year the Student Code of Conduct is provided to each student and reviewed by administrators in large group settings. Parents and students are required to read and sign a form acknowledging receipt of the publication and agreement to abide by the stated rules. The week prior to school starting, PGMS administration reviews the disciplinary step system with the faculty seeking input and making changes as recommended. Once finalized, the discipline plan is presented via PowerPoint to the entire faculty. Further, signage posted throughout the campus and daily announcements by the principal, remind students of our school mission and behavioral expectations. During disciplinary proceedings, the school's administrators frequently consult with each other, the principal, guidance counselors teachers and parents to ensure discipline is just, accurate, fair and clearly understood. Discipline data is kept and monitored regularly to provide concrete feedback on student behavior and disciplinary procedures.

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

PGMS endeavors to meet the social emotional needs of all our students. The school offers guidance services and counseling at each grade level. Each grade is assigned a certified guidance counselor. The guidance office is centrally located and clearly marked. Information regarding guidance services is posted on the school website and includes contact information. Teachers are provided emergency contact numbers and trained on requirements for mandatory reporting of suspected abuse and/or neglect. Further we have a certified master level social worker assigned to our school three days per week. Our School Resource Officer, Guidance Counselors, and Social Worker are all provided crisis intervention training. A section of our Crisis Response Plan is dedicated to providing counseling support for following traumatic events. Students are encouraged to report any suspected problems to an adult without fear of reprisal or disclosure. PGMS also offers mentoring via the Check and Connect and New Image Project while also giving the opportunity to build strong social relationships via a number of sports, arts and club offerings. Students may be referred to SAT(Student Assistance Team) by any adult on campus. Once a referral is made the student is viewed as a whole person with consideration given to a broad spectrum of potential problem areas and solutions. During the SAT meeting, a multi-tiered intervention plan is developed and carried out with built in monitoring system to determine success or the need for additional intervention.

3. 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).

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

PGMS uses FOCUS as the data gathering software tool. All administrators, faculty members and a variety of support staff are trained to use FOCUS to gather, monitor and assist in the analysis of a large quantity of data. This data includes several early warning indicators: attendance, suspensions, and declining academic performance. Each teacher records attendance including tardies on a period by period basis. An absence from class results in an automatic, automated call to the student's home informing them of the absence. Letters addressed to the student's home are generated automatically at a predetermined number of absences. At the start of each school year, grade level administrators review the attendance policy with all students. This educative presentation includes a detailed account of the negative effects of absenteeism, a review of state law governing school attendance and mandatory expectations related to attendance and final exam performance.

Discipline at each grade level is reviewed by the grade level administrator. Every student disciplinary referral, regardless of severity, results in a call home by the grade level administrator. Any out of

school suspension is followed up by a letter from the Principal. The ESE(Exceptional Student Education) Staffing Specialist is notified when any ESE student receives out of school suspension. Students with increasing referral rates are referred to SAT(Student Assistance Team) for review and intervention recommendations.

Academic performance is given a high priority at PGMS. Teachers are expected to regularly record student grades in FOCUS. Parents and students are provided individualized private access to their grades. Progress reports are provided every 4.5 weeks. Students are required to return signed progress reports and report cards to their first period teachers. Students failing core subjects are referred to SAT. ESE student's receive an additional referral to the ESE Liaison and/or the Staffing Specialist. These teams will design a student specific intervention aimed at improving student academic performance. One of the team members will be assigned to monitor the student's progress.

Once statewide, standardized assessment data is made available, the PGMS administrative team meets to review student performance. Any student scoring low on the Reading portion of the test is assigned a Reading class taught by a certified reading teacher. This class is in addition to their regular Language Arts class. Students are also given additional supports via the iReady instructional software program. Student progress is monitored using a variety of tools throughout the year. Data is systematically analyzed by the instructor to ensure growth is occurring.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	56	57	74	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	5	25	75	0	0	0	0	105
Course failure in ELA or Math	0	0	0	0	0	0	0	60	83	0	0	0	0	143
Level 1 on statewide assessment	0	0	0	0	0	0	84	114	105	0	0	0	0	303

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	39	60	69	0	0	0	0	168

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

Phone calls home by teachers, guidance counselors, social worker, and grade level administrator
Parent Teacher Student Conferences
Parent Student Conferences with the Guidance Counselor or Social Worker
Parent Student Conferences with administration
Referrals to Student Assistance Team
Referrals for Tutoring
Offering before school academic support by teachers
Peer Tutoring
Referrals to online tutoring programs
Increased availability of supportive technology
Referral for hearing and visual screening

Referral for Psychological Evaluation
Individualized reward system
Occupational/speech therapy as needed
Use of interpreters for family meetings
Provide individualized written directions
Adjust academic schedule to meet student learning needs
Provide additional texbooks for home
Offer extended time or change of setting as warranted by 504 or IEP

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

PGMS recognizes the significant increase in knowledge and support made available to students whenever families and school personnel work in unison. As a result the school is committed to building a positive relationship to increase their family involvement. At the end of each day the school SRO, an administrator, two guidance counselors and two teachers stand outside and greet parents and relatives as they pick up their students. Our front office staff make it a point to welcome families as they arrive on campus. First time visitors are offered a campus tour (after clearing a background check). At the start of each year all families are invited to an open house where they meet their student's, teachers, guidance counselor, social worker and house administrator. Students are encouraged to attend all parent conferences. Our Parent Teacher Organization is highly active and directly involved in the development and implementation of our positive reward system. Communication of the school's vision and mission statement is facilitated via our school website, school calendar, teacher webpages, phone calls home, quarterly newsletters and our marquee in front of the school. In addition, signage, often created by students, is placed in high visibility, high traffic locations throughout our campus. Our SAC members meet monthly to review student performance data and make recommendations.

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

PGMS is constantly working to improve relationships with our community partners. As those relationships strengthen and grow so does our ability support student achievement. Prior to the first day of school we send out invitations to local service organizations and businesses inviting them to attend our open house. The YMCA, Boys and Girls Club, Don Ball School of Fishing, The Storm youth basketball league, PTO, Pop Warner, and the Charlotte County Health Department are examples of organizations setting up display tables to distribute information to students and families. A variety of local businesses collaborating with our PTO are providing positive rewards to students demonstrating

academic growth and good citizenship. Each year PGMS hosts The Blanchard House, Martin Luther King Breakfast and a variety of local sports organizations use our facilities to provide recreation outside the school day.

C. 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).

1. School Leadership Team

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

Name	Title
Dionisio, Tina	Principal
Nicklas, Scott	Assistant Principal
Welton, Lyman	Assistant Principal
Butts, John	Assistant Principal

b. Duties

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

The principal, Tina Dionisio, establishes clearly defined roles and expectations for the PGMS leadership team. The Assistant Principals are assigned to a specific 1) grade level, 2) academic department, and 3) areas critical to the functioning of the school. Mrs. Dionisio communicates the school's vision and mission to all stakeholders. She functions as the school's primary spokes person. She establishes high, clearly defined, measurable expectations. She models open communication and a willingness to speak frankly about both success and failure. Mrs. Dionisio creates a highly collaborative atmosphere where the sharing of ideas is encouraged. She personally evaluates the performance of all first year teachers as well several other staff members. She is the Language Arts/ Reading and Math Department's administrative leader. She is the school's liaison to the District Leadership Team. She oversees the school's budget, makes final decisions regarding facility usage, teacher assignments, and master scheduling. Mrs Dionisio serves as a co-chair on PPC.

Jon Butts is the 8th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Science Department and evaluates most all 8th grade teachers. Mr. Butts oversees all issues related to school safety. He schedules and conducts fire, tornado, and code red drills. Mr. Butts maintains an accurate inventory of furniture, computers, projectors and a wide array of assertive technology. He supervises and evaluates all custodial staff. He coordinates the scheduling of building maintenance and repairs and ensures proper upkeep of the campus grounds. Mr. Butts is also the School's Athletic Director. He assigns and oversees all coaches, publishes academic and behavior requirements for all players and monitors compliance with District Guidelines for Middle School Athletes. He maintains all records pertaining to school athletics.

Dr. Scott Nicklas is the 7th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Social Studies Department and evaluates most all 7th grade teachers. Dr. Nicklas is responsible for creating the Master Schedule. He establishes all standardized testing schedules and coordinates the use of computers to meet online testing requirements. He creates and maintains the school calendar. He is the school's technology liaison to the District. In addition he provides staff training on the use of a variety of software programs. He monitors the frequency and accuracy of teacher record keeping in the areas of grading and attendance.

Lyman Welton is the 6th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Computer Department and evaluates most all 6th grade teachers. He is responsible for overseeing the Industry Certification and Career Tech classes. Mr. Welton assigns all club and athletic supplemental positions. He is the administrative sponsor of our school's PBS(Positive Behavior Support) team. Mr. Welton serves as the administrative representative to the District ESE department and meets regularly with the schools staffing specialist, ESE teachers, students and families.

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

Currently, the district has two systems that provide data regarding student performance to school leaders. FOCUS, provides a variety of district reports regarding retention, referrals, ESE and ESOL status, attendance, and up to the minute academic performance across all subjects. In addition, FOCUS, offers access to each student's standardized test history. This data is readily exported to Excel allowing for additional analysis. At the start of the 2013-14 school year, CCPS released School Portal from Softwarenology. 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. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

The administrators at PGMS meet weekly to review the data provided by the above named systems. The data review and analysis begins during the summer months. The critical decisions regarding the master schedule, teacher assignments, personnel changes, and courses offered, are all driven by student need. Each Assistant Principal presents the data specific to their assigned grade level and makes recommendations for multi-tiered interventions to address the identified needs. As needs are presented so are the requirements for meeting the objectives. Teacher certification, textbook, technology, and supplemental materials are all discussed, as are the available financial resources. This collaborative process, with a feedback loop, is repeated until a cohesive plan is developed. The plan is then presented to the Program Planners for review and give feedback. Similarly the school leaders plan is presented to a variety of district administrators for their input. Once changes are made, the revised plan is presented to the faculty as a whole. Again any identified problems or improvements are adapted. This process continues throughout the school year. As new data is gathered and reviewed plans are adapted to meet student needs. Each month a variety of school level meetings are scheduled to provide opportunities to review progress and make changes as needed. These meetings include but are not limited to Program Planners, SAT(Student Assistance Team), PPC(Partnership & Performance Council) and SPPC(Support Partnership & Performance Council, SAC and PTO. The PGMS administrative team meets weekly to monitor progress and troubleshoot.

Monthly meetings with District Personnel provide additional oversight and support. 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.
The 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.

If any specific funds are being used to fund a project or resource, the administrator involved monitors supplies and makes sure everything is being used appropriately. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Tina Dionisio	Principal
Karon Finch	Parent
Sandy Asaro	Teacher
Tim Tompas	Parent
Vicky Cuthbertson	Parent
Jennifer Johanessen	Parent
Sharon Neuhofer	Parent
Margaret Rose	Parent
Samantha Skevington	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee reviewed last year's plan at it's conception as well as periodically throughout the year. Suggestions were made and noted.

b. Development of this school improvement plan

The plan was reviewed in it's beginning stages and will continue to be presented as the year goes on. They will be asked for input and changes will be made. As part of our agendas, we discuss and review activities to determine whether or not they are a benefit to the school.

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

PGMS is using it's budget to give teachers time to analyze their data and unpack their standards. It has proven to be very beneficial when they have time together(mostly as grade levels) to look over their data they have collected and compared. They are able to have discussions as well as plan activities that they know work. We are also using the funds for instructional rounds (allowing teachers to observe other teachers).

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

There were no school improvement funds allocated last year.

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

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

We continue to invite all parents to each SAC meeting. We will put a message in the school newsletter, send a specific phone call home about the next meeting, post on the school's marquee as well as the school's website. We send personal email messages to specific people that expressed interest at our open house.

3. Literacy Leadership Team (LLT)

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

Name	Title
Dionisio, Tina	Principal
Welton, Lyman	Assistant Principal
Nicklas, Scott	Assistant Principal
Moore, Katie	Teacher, K-12
Smith, BettyAnn	Teacher, K-12
Steelnack, Sarah	Teacher, K-12
Simco, Sara	Teacher, K-12
Damico, Jill	Teacher, K-12
Butts, John	Assistant Principal

b. Duties

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

We will encourage all teachers to use various methods of active reading(read aloud, close reading, shared reading, guided reading and independent reading) so students will feel more comfortable as they learn to read for information. We will create an environment that focuses on the importance of reading not only in Language Arts but in every class they attend. We also want to create an environment that lets students know it is good to read for pleasure.

D. 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).

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

Teachers at PGMS are encouraged to collaborate in a number of ways both formally and informally. In the most informal of ways teachers are encouraged to share ideas that they have found to be successful. There is a 'Shared Staff" folder on our network G drive where teachers can place lessons, strategies, etc. that they wish to share with the staff. Teachers also work together by developing and participating Professional Learning Communities(PLC's).

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

PGMS's Employee Climate Survey scored high among all secondary schools in Charlotte County. These scores reflect the administrative team's purposeful efforts to create a safe, positive, work/learning environment. These positive feelings translate into our most effective recruitment tool, "word of mouth". Further applicants for instructional openings are vetted to ensure they meet the minimal qualification needed to be deemed "highly qualified." Once they are hired, teachers new to Charlotte County are paired with a trained veteran teacher to help get them acquainted with the school and some best practices.

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

All new teachers will receive a veteran mentor teacher, follow-up training and staff support. Mentor and mentee are primarily paired based on the new teacher's subject area assignment. For example, a new science teacher will be paired with an experienced certified science teacher. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for instruction. Time is also given for feedback, coaching and planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our departments are set up by subject areas. The teachers meet a minimum of once a month but most meet more often by grade level focusing on their standards based instruction. They use their course guides to go through the standards and retrieve any resources needed. Each administrator is assigned to a subject so we are able to monitor that area with the principal being the primary monitor. In addition to the department meetings, we have data days where we supply substitutes for the teacher's so they are able to take the time to analyze their data and plan appropriate activities.

b. Instructional Strategies

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

Before the school year started, we looked at the data from the FSA and iReady tests given the year before and assign certain classes based on their Reading and Math scores. The students are placed in either a remediation class, regular class or advanced class. Throughout the year, teachers use progress monitoring tools to determine where the students are and what needs to be done to get them where they need to be. The teachers make adjustments within the classroom setting to fit the needs of most of their students. Some of those adjustments are reteaching a concept, giving more practice or enrichment activities for those that understand the concept and can go further in depth.

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

Strategy: Extended School Day
Minutes added to school year: 1,500

For those students who owe course credits, we offer an after school program. Students are given access to Edgenuity, a software program designed to deliver individualized instruction. Additionally, a certified teacher provides instruction and support one day a week.

Strategy Rationale

We are trying to get these students caught up with their credits so that they can go to the high school on time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dionisio, Tina, justina.dionisio@yourcharlotteschools.net

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

The Credit Recovery teacher monitors student performance and progress on standard specific assignments. The data collected and reviewed includes grades on assignments, quizzes and tests.

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2. Student Transition and Readiness

a. 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).

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

Grade 5 to 6: During the last month of school every year, we invite all of the incoming 6th graders and their parents to an orientation night at Punta Gorda Middle School. We meet in the cafeteria and do a presentation introducing them to key people from the school as well as 'showing them how things are done' at Punta Gorda Middle. After that we let them tour the school. Before school starts in the fall, we have their open house allowing them to pick up their schedules and follow it to meet all of their teachers ahead of time.
Grade 8 to 9: In January, students from the high school come over and speak to our 8th graders about classes they can take, clubs they can belong to and what high school is all about. It is done in a small classroom setting so they are able to ask questions and get their answers. An orientation night is usually scheduled by the high school for the incoming 9th graders and their parents to go over course options, etc. Then in February/March, the high school counselors come to register the students.

b. College and Career Readiness

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

PGMS promotes college and career awareness a couple of different ways. We have Leadership classes at each grade level as well as our Careers class that each 7th or 8th grader takes(we are

moving Careers to 7th grade this year so it is being done in both grades). Guest speakers come in to talk to the classes about their respective careers or business.

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

Careers class - This year all 7th and 8th graders take this class. They go through different career modules on the computers in order to expose students to different career opportunities.

IT Academy - All 7th and 8th graders take this class. They have the opportunity to become industry certified.

Keyboarding - All 6th graders take this class. They also learn to work with different programs on the computers.

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

All students are enrolled in a computers/technical education course that incorporates the skill needed for their future.

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

As a faculty, we know we need to improve our percentage of students showing growth in all subject areas.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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.

As a faculty, we feel that the students lack of engagement has a tremendous effect on how much they participate in their education.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To improve student performance by providing more opportunity for student engagement and academic success.

G2.   To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies accordingly..

Strategic Goals Detail

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

G1. To improve student performance by providing more opportunity for student engagement and academic success. 1a

🔍 G086232

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
Discipline incidents	1100.0

Targeted Barriers to Achieving the Goal 3

- Time to plan and execute activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PGM Staff

- PBiS Committee

- PTO

- Leadership classes

Plan to Monitor Progress Toward G1. 8

Attendance and discipline data.

Person Responsible
Lyman Welton

Schedule
Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion
Improved attendance rate and less discipline incidents.

G2. To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies accordingly.. 1a

🔍 G086233

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	53.0
Math Gains	62.0
FCAT 2.0 Science Proficiency	51.0
Civics EOC Pass	71.0
Middle School Acceleration	46.0

Targeted Barriers to Achieving the Goal 3

- Students were not aware of where their scores fell on state assessments(understanding how close they were to making gains).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Guides, CPALMS website

- iReady

- USA Test Prep

- "Instructional Rounds" (observing other teachers)

- Data Days (time to look at the data)

Plan to Monitor Progress Toward G2. 8

We will look at the iReady, USA Test Prep, and FSA data to see if progress is being made.

Person Responsible
Tina Dionisio

Schedule
Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion
We will check the scores each time it is administered and make sure progress is being made.

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 providing more opportunity for student engagement and academic success. 1

🔑 G086232

G1.B2 Time to plan and execute activities. 2

🔑 B229058

G1.B2.S1 Looking at the data indicators of attendance and behavior incidents monthly to determine what needs should be addressed. 4

🔑 S241563

Strategy Rationale

We will address the issues that are not allowing all of our students to be successful.

Action Step 1 5

Attendance and discipline data will be analyzed at our school wide PLC and shared with the PBiS committee.

Person Responsible

Lyman Welton

Schedule

Monthly, from 8/3/2016 to 5/25/2017

Evidence of Completion

The agenda and notes from.the PLC meetings.

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

Will monitor that data is reviewed and discussed at PLC meetings.

Person Responsible

Lyman Welton

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Agendas and notes from the meetings.

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

Ensure that they have the data to review each month(attendance and discipline).

Person Responsible

Lyman Welton

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Should see results in the data collected(attendance and discipline).

G2. To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies accordingly.. 1

🔍 G086233

G2.B1 Students were not aware of where their scores fell on state assessments(understanding how close they were to making gains). 2

🔍 B229059

G2.B1.S1 All teachers will conference with students at least once a quarter to review academic standing. 4

🔍 S241565

Strategy Rationale

Students will have a better understanding of what is needed to improve.

Action Step 1 5

Teachers will meet with their students (a minimum of quarterly) to make sure they know where they stand academically.

Person Responsible

Tina Dionisio

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

The results of the student's grades and state assessments.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will do walk throughs in the classrooms on those days.

Person Responsible

Tina Dionisio

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

The administration will see the teachers conferencing with the students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

We will look at the data for improved student performance.

Person Responsible

Tina Dionisio

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

We should see student's grades and test scores improved.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M322173	Attendance and discipline data.	Welton, Lyman	8/10/2016	Improved attendance rate and less discipline incidents.	5/25/2017 quarterly
G2.MA1 🔍 M322178	We will look at the iReady, USA Test Prep, and FSA data to see if progress is being made.	Dionisio, Tina	8/10/2016	We will check the scores each time it is administered and make sure progress is being made.	5/25/2017 quarterly
G1.B2.S1.MA1 🔍 M322171	Ensure that they have the data to review each month(attendance and discipline).	Welton, Lyman	8/10/2016	Should see results in the data collected(attendance and discipline).	5/25/2017 monthly
G1.B2.S1.MA1 🔍 M322172	Will monitor that data is reviewed and discussed at PLC meetings.	Welton, Lyman	8/10/2016	Agendas and notes from the meetings.	5/25/2017 monthly
G1.B2.S1.A1 🔍 A312598	Attendance and discipline data will be analyzed at our school wide PLC and shared with the PBiS...	Welton, Lyman	8/3/2016	The agenda and notes from.the PLC meetings.	5/25/2017 monthly
G2.B1.S1.MA1 🔍 M322174	We will look at the data for improved student performance.	Dionisio, Tina	8/10/2016	We should see student's grades and test scores improved.	5/25/2017 quarterly
G2.B1.S1.MA1 🔍 M322175	Administration will do walk throughs in the classrooms on those days.	Dionisio, Tina	8/10/2016	The administration will see the teachers conferencing with the students.	5/25/2017 quarterly
G2.B1.S1.A1 🔍 A312599	Teachers will meet with their students (a minimum of quarterly) to make sure they know where they...	Dionisio, Tina	8/10/2016	The results of the student's grades and state assessments.	5/25/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	**Attendance and discipline data will be analyzed at our school wide PLC and shared with the PBiS committee.**				**$4,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0121 - Punta Gorda Middle School	Title II		$4,500.00
			Notes: Committee will meet to plan activities for increasing student engagement and student success.			
2	G2.B1.S1.A1	**Teachers will meet with their students (a minimum of quarterly) to make sure they know where they stand academically.**				**$0.00**
					Total:	**$4,500.00**