# Port Charlotte Middle School



# 2016-17 Schoolwide Improvement Plan

# Port Charlotte Middle School

23000 MIDWAY BLVD, Port Charlotte, FL 33952

http://yourcharlotteschools.net/pcm

## 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 | Yes | 87% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 43% |

## School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | C | B* | 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 Port Charlotte 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.

We empower and inspire all students to be critical thinkers by offering innovative and creative opportunities within our diverse community.

##### b. Provide the school's vision statement.

Celebrate Success!

#### 2. School Environment

##### a. 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, Environmental Club, office assistants, Academic Integrity Committee and sports programs.
-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.
- School-wide student recognition programs include Student of the Month, Honor Roll Assemblies, end of the year Awards Presentations, Attendance Awards, iReady Growth Celebrations

##### b. 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.

**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.**

PCMS incorporates a system that streamlines expectations for student behavior and minimizes distractions to keep students engaged during instructional time.
- Every teacher's classroom displays a "Terrier Board" to include reminders of expectations and our discipline plan.
-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.

**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.**

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 Friday is known as RTI/TST Friday 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.

### 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.**

-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 Friday 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 2015-2016 Semester 2

**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 | 37 | 67 | 46 | 0 | 0 | 0 | 0 | 150 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 16 | 16 | 0 | 0 | 0 | 0 | 49 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 23 | 5 | 0 | 0 | 0 | 0 | 31 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

*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 | 43 | 77 | 56 | 0 | 0 | 0 | 0 | 176 |

**c. 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 reading students are provided extra time and support through intensive reading classes. Our lower level and at-risk students will be in intensive math blocks for 6th 7th, and 8th grades. After school math tutoring is available for all students. The iReady program provides lower level math and reading students with additional support. Additional support is provided by trained staff through the Strategic Instructional Model (SIM), Thinking Maps, and Kagan. Easy CBM is being implemented in conjunction with iReady. ReadWorks.org with concentration in paired-texts has also been added for the 2016-2017 school year. .

## B. Family and Community Engagement

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).

**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. § 6314(b)(1)(F).

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

Yes

***1. PIP Link***

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

***2. Description***

**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.**

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. Chick fil-A, Dairy Queen, and Books-A-Million support PCMS through spirit nights. We will also conduct parent tours of the school once a month. Several organizations and businesses join us for Career Night in the spring.

## 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 |
|---|---|
| LeClair, John | Principal |
| Kunder, Matt | Assistant Principal |
| Lutz, Sally | 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.***

*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.

***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.***

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

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.

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| John LeClair | Principal |
| Diane Lanovara | Education Support Employee |
| Joseph Tiseo | Business/Community |
| Andrea Vazquez | Parent |
| Shelby Otway | Parent |
| Beth Marshall | Parent |
| Emily Gartner | Parent |
| Christine Grabowsky | Business/Community |
| Tess Grahmann | Parent |
| Paul Cignarale | Parent |
| Karen Mullinax | Parent |
| Anne Marie McNamara | Teacher |
| Andi Vazquez | Parent |
| Joan Barlow | 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*

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.

*b. 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.

*c. 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.

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

N/A

*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.*

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

## 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 |
|---|---|
| Kickbush, Susan | Instructional Coach |
| Lutz, Sally | Assistant Principal |

**b. Duties**

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

The Literacy Leadership Team, also known as "Literacy Speaks!", meets one or more times per month, as needed, to plan and conduct activities that promote improved literacy. Team members share responsibilities by holding events aimed at increasing students' reading, writing, listening, and speaking skills.

Michelle Hill, school Media Specialist, is the designated Chairperson. Susan Kickbush is the group's adviser, and the committee consists of five additional educators including; Diane Conrad, Cherstin Haga, Derek Jones, AnneMarie McNamara, and Ramona Robinson. The mission of the council is to instill in students an affinity for reading literature, that will foster the acquisition of expanded vocabulary, while cultivating the development of student leadership skills. Finally, events are held that focus on helping students to become more attentive listeners and effective public speakers.

The team hosts various weekly after school opportunities to include "Beyond the Bell" providing access to the Media Center, monthly book fairs at Books-a-Million, and an on-going event, "After School Adventure", where we host novel-based movies. Additional new programs are being considered including a school-wide spelling competition; "The Buzz about the Bee", and an Oratorical Contest to bring historical figures to life. The team is dedicated to the cultivation of voracious readers, via involvement in book reading competitions. Finally, campaigns to increase vocabulary acquisition through a "Wide World of Word Walls" are encouraged in classrooms, and hallway transformed into displays to become our own PCMS "Quotation Nation".

## 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.

PCMS strategies to encourage positive working relationships between teachers include:
-Professional Learning Communities, 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 provides 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.
- Math teachers are provided with common planning time.
-Instructional rounds are provided as additional professional development for faculty members.

### 2. 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.

### 3. 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.

## 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.*

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.
-Using curriculum days to plan instruction targeted at identified student weaknesses.
-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.

#### 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.*

Teachers meet during data and curriculum 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 to include Readworks.org, for reading and Easy CBM for reading and math and math remediation/enrichment.
-Staff now shares in collecting specific data on each ESE/Gifted student to be included as part of their IEP or individual education plan.
- Kagan trained teachers use student data to maximize effectiveness of student grouping.

*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:** 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 tutoring that employs differentiation and more individualized attention, so that teachers can address the specific needs of each student.

### *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

## 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.

-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.

### 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.

-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.

-Continue to identify students for the Take Stock in Children Scholarship Program.
- Holding a Career Night to expose students, parents, and community members to options for career choices by visiting displays and presentations by area professionals.

***2. 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.

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

-STEM class is offered to 8th grade students. Additionally, stem curriculum is integrated into computers. Although not a part of the IT Academy, students are given the opportunity to work on their industry certification in Microsoft products.
-WeatherSTEM program will be offered to our science students highlighting careers in weather and agriculture

***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.***

NA

## 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.

### 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.

### 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 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"), 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 aligning instruction and assessment to the Florida standards. 1a

🔑 G086235

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Effective+ Teachers (Performance Rating) | 100.0 |

### Targeted Barriers to Achieving the Goal 3

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

- Lack of time for professional collaboration

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

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum maps, CPalms, C&I, instructional coach, curriculum resources, iReady, PLCs, USA test prep, FSAssessment.org, new teacher mentor, Edivations, PD360, instructional rounds, Kagan training, 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

-

### 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**
Matt Kunder

**Schedule**
Biweekly, from 8/10/2016 to 5/25/2017

***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**
John LeClair

**Schedule**
Weekly, from 8/10/2016 to 5/25/2017

***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`

🔑 G086235

**G1.B4** Lack of experience with the Florida standards by instructional staff, leadership, and students. `2`

🔑 B229067

**G1.B4.S1** Continuous professional development and collaboration focusing on the Florida standards. `4`

🔑 S241569

### 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**

Sally Lutz

**Schedule**

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

***Evidence of Completion***

department PLC documentation forms

**Action Step 2** `5`

department data days as scheduled

**Person Responsible**

John LeClair

**Schedule**

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

***Evidence of Completion***

data day forms

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** `6`

AP will collect and review evidence provided by the department chairs

**Person Responsible**

Matt Kunder

**Schedule**

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

***Evidence of Completion***

The department PLC documentation and data day documentation

**Plan to Monitor Effectiveness of Implementation of G1.B4.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 8/10/2016 to 5/25/2017

***Evidence of Completion***

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

**G1.B7** Lack of time for professional collaboration  2

🔑 B229070

**G1.B7.S1** Provide subject area teachers by grade level/course with common planning when possible.  4

🔑 S241570

### Strategy Rationale

Provide more time for teachers to collaborate, model best practices, and design assessments to align instructional practices with EOY and state assessments

### Action Step 1  5

Create a school wide schedule that allows collaborative planning among teachers within a subject area.

#### Person Responsible

Matt Kunder

#### Schedule

Quarterly, from 6/6/2016 to 8/1/2016

#### *Evidence of Completion*

Master schedule, PLC notes, documentation on Data Days, curriculum plan agendas and meeting notes, assessment documents

### Plan to Monitor Fidelity of Implementation of G1.B7.S1  6

AP will collect/ monitor meeting agenda, notes, and collaborative lesson plans.

#### Person Responsible

Matt Kunder

#### Schedule

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

#### *Evidence of Completion*

Meeting agenda, notes, common lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B7.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

Matt Kunder

### Schedule

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

### *Evidence of Completion*

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

**G1.B7.S2** Provide teachers with Kagan Professional Development and Kagan PLC's `4`

🔧 S241571

### Strategy Rationale

Provide teachers with time and strategies to increase student engagement.

**Action Step 1** `5`

Provide teachers with professional development on Kagan strategies.

### Person Responsible

Sally Lutz

### Schedule

Biweekly, from 8/10/2016 to 7/3/2017

### *Evidence of Completion*

Classroom observations, formative and summative assessment data, FSA data, school referral data

**Plan to Monitor Fidelity of Implementation of G1.B7.S2** `6`

Administration will attend meetings and professional development sessions

**Person Responsible**

**Schedule**

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

***Evidence of Completion***

PD sign in sheets, meeting agendas

**G1.B8** Lack of understanding of the structure and format of state assessments `2`

🔑 B229071

**G1.B8.S1** To understand the structure and format of state assessements in order to create classroom assessments that align with them. `4`

🔑 S241572

### 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 8/10/2016 to 5/25/2017

#### *Evidence of Completion*

Agenda, PD documentation, Assessments

### Action Step 2 `5`

Use of instructional rounds for all teachers to be able to view and collaborate on best practices that are currently being used at the school.

#### Person Responsible

Sally Lutz

#### Schedule

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

#### *Evidence of Completion*

Instructional round schedules, Observation notes

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** `6`

Collect documentation from PD actvities and assessments used for students

### Person Responsible

John LeClair

### Schedule

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

### *Evidence of Completion*

Copies of assessments, PD documentation

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** `7`

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

### Person Responsible

Matt Kunder

### Schedule

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

### *Evidence of Completion*

Student test results on formative and summative tests

## 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.B7.S1.A1 🔑 A312605 | Create a school wide schedule that allows collaborative planning among teachers within a subject... | Kunder, Matt | 6/6/2016 | Master schedule, PLC notes, documentation on Data Days, curriculum plan agendas and meeting notes, assessment documents | 8/1/2016 quarterly |
| G1.MA1 🔑 M322191 | Increased student achievement as measured by iReady and USA TestPrep reports, report cards, and... | Kunder, Matt | 8/10/2016 | assessment results, report cards | 5/25/2017 biweekly |
| G1.MA2 🔑 M322192 | Improved professional practice in aligning instruction and assessment to the Florida standards | LeClair, John | 8/10/2016 | Informal and formal observations, walk-throughs, lesson plans, student assessment results, teacher created assessments, department PLC documentation | 5/25/2017 weekly |
| G1.B4.S1.MA1 🔑 M322184 | School leadership will observe elements of effectiveness through classroom visits, informal and... | LeClair, John | 8/10/2016 | Edivation, iReady, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice | 5/25/2017 weekly |
| G1.B4.S1.MA1 🔑 M322185 | AP will collect and review evidence provided by the department chairs | Kunder, Matt | 8/10/2016 | The department PLC documentation and data day documentation | 5/25/2017 monthly |
| G1.B4.S1.A1 🔑 A312603 | Core department PLCs will collaborate on specific upcoming instructional standards at least once a... | Lutz, Sally | 8/10/2016 | department PLC documentation forms | 5/25/2017 monthly |
| G1.B4.S1.A2 🔑 A312604 | department data days as scheduled | LeClair, John | 8/10/2016 | data day forms | 5/25/2017 quarterly |
| G1.B7.S1.MA1 🔑 M322186 | School leadership will observe elements of effectiveness through classroom visits, informal and... | Kunder, Matt | 8/10/2016 | Edivation, iReady, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice | 5/25/2017 quarterly |
| G1.B7.S1.MA1 🔑 M322187 | AP will collect/ monitor meeting agenda, notes, and collaborative lesson plans. | Kunder, Matt | 8/10/2016 | Meeting agenda, notes, common lesson plans | 5/25/2017 monthly |
| G1.B8.S1.MA1 🔑 M322189 | We will analyze data from teacher made assessments and compare the results on state assessments... | Kunder, Matt | 8/10/2016 | Student test results on formative and summative tests | 5/25/2017 annually |
| G1.B8.S1.MA1 🔑 M322190 | Collect documentation from PD actvities and assessments used for students | LeClair, John | 8/10/2016 | Copies of assessments, PD documentation | 5/25/2017 quarterly |
| G1.B8.S1.A1 🔑 A312607 | Use professional development time to understand, collaborate, and design formative assessments that... | Kickbush, Susan | 8/10/2016 | Agenda, PD documentation, Assessments | 5/25/2017 monthly |
| G1.B8.S1.A2 🔑 A312608 | Use of instructional rounds for all teachers to be able to view and collaborate on best practices... | Lutz, Sally | 8/10/2016 | Instructional round schedules, Observation notes | 5/25/2017 quarterly |
| G1.B7.S2.MA1 🔑 M322188 | Administration will attend meetings and professional development sessions | | 8/10/2016 | PD sign in sheets, meeting agendas | 5/25/2017 biweekly |
| G1.B7.S2.A1 🔑 A312606 | Provide teachers with professional development on Kagan strategies. | Lutz, Sally | 8/10/2016 | Classroom observations, formative and summative assessment data, FSA data, school referral data | 7/3/2017 biweekly |

# V. 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.B4** Lack of experience with the Florida standards by instructional staff, leadership, and students.

**G1.B4.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 8/10/2016 to 5/25/2017

### PD Opportunity 2

department data days as scheduled

**Facilitator**

department chair and instructional coach

**Participants**

department members

**Schedule**

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

**G1.B7** Lack of time for professional collaboration

**G1.B7.S2** Provide teachers with Kagan Professional Development and Kagan PLC's

### PD Opportunity 1

Provide teachers with professional development on Kagan strategies.

**Facilitator**

Susan Kickbush

**Participants**

Teachers

**Schedule**

Biweekly, from 8/10/2016 to 7/3/2017

**G1.B8** Lack of understanding of the structure and format of state assessments

**G1.B8.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 8/10/2016 to 5/25/2017

**PD Opportunity 2**

Use of instructional rounds for all teachers to be able to view and collaborate on best practices that are currently being used at the school.

### Facilitator

Susan Kickbush

### Participants

Teachers, Para professionals

### Schedule

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

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B4.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 | 2016-17 |
| | 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.B4.S1.A2 | department data days as scheduled | | | | | **$1,600.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 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.B7.S1.A1 | Create a school wide schedule that allows collaborative planning among teachers within a subject area. | | | | | **$0.00** |
| 4 | G1.B7.S2.A1 | Provide teachers with professional development on Kagan strategies. | | | | | **$10,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 120-Classroom Teachers | 0131 - Port Charlotte Middle School | Title I, Part A | | $10,000.00 |
| 5 | G1.B8.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 | 2016-17 |
| | 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* | | | |
| 6 | G1.B8.S1.A2 | Use of instructional rounds for all teachers to be able to view and collaborate on best practices that are currently being used at the school. | | | | | **$5,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |

| | 6400 | 120-Classroom Teachers | 0131 - Port Charlotte Middle School | Title I, Part A | | $5,000.00 |
|---|---|---|---|---|---|---|
| | | | | | **Total:** | **$19,750.00** |