

Charlotte County Public Schools

Port Charlotte Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	C	B*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

Celebrate Success!

School Leadership Team

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
Whisenant, Tara	Assistant Principal
Hock, Jon	Dean

Duties

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

Principal-Co-Chair of PPC, SAC. 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, Literacy Council. 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.

Dean of Students- Student discipline, bus discipline, bully and harassment coordinator, transportation

*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.

*SAC members, including parents, study data to give input with regard to the decision-making process.

Early Warning Systems

Year 2017-18

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	35	33	3	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	33	37	43	0	0	0	0	113
Course failure in ELA or Math	0	0	0	0	0	0	6	5	5	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	0	54	18	16	0	0	0	0	88

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	4	10	3	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	3	5	0	0	0	0	12
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	1	4	6	0	0	0	11

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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	0	7	2	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	23	10	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	0	3	7	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	81	55	35	0	0	0	0	171
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	

Year 2016-17 - Updated

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	0	7	2	0	0	0	0	9	
One or more suspensions	0	0	0	0	0	0	0	23	10	0	0	0	0	33	
Course failure in ELA or Math	0	0	0	0	0	0	0	3	7	0	0	0	0	10	
Level 1 on statewide assessment	0	0	0	0	0	0	81	55	35	0	0	0	0	171	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains - 53% Compared to 2016-17 ELA Learning Gains we stayed the same. This is always low for us.

Which data component showed the greatest decline from prior year?

No decline in any of the components.

Which data component had the biggest gap when compared to the state average?

ELA Learning Gains - 53% The state ELA Learning Gains is 54%.

Which data component showed the most improvement? Is this a trend?

Math Lowest 25th Percentile - 68% - grew 12% compared to 2016-17 of 56%

Describe the actions or changes that led to the improvement in this area.

Continued intensive math blocks in each grade level, added "fast paced" classes in 6th & 7th grades, continued using paras in math blocks, continued after school math tutoring

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	53%	54%	53%	47%	49%	52%
ELA Learning Gains	53%	55%	54%	50%	51%	53%
ELA Lowest 25th Percentile	51%	48%	47%	38%	41%	45%
Math Achievement	66%	59%	58%	56%	59%	55%
Math Learning Gains	65%	57%	57%	58%	61%	55%
Math Lowest 25th Percentile	68%	53%	51%	46%	48%	47%
Science Achievement	64%	57%	52%	49%	49%	50%
Social Studies Achievement	87%	80%	72%	73%	72%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	35 (0)	33 (7)	3 (2)	71 (9)
One or more suspensions	33 (0)	37 (23)	43 (10)	113 (33)
Course failure in ELA or Math	6 (0)	5 (3)	5 (7)	16 (10)
Level 1 on statewide assessment	54 (81)	18 (55)	16 (35)	88 (171)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	48%	-6%	52%	-10%
	2017	44%	52%	-8%	52%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	51%	51%	0%	51%	0%
	2017	51%	45%	6%	52%	-1%
Same Grade Comparison		0%				
Cohort Comparison		7%				
08	2018	60%	57%	3%	58%	2%
	2017	49%	52%	-3%	55%	-6%
Same Grade Comparison		11%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	46%	-1%	52%	-7%
	2017	49%	51%	-2%	51%	-2%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	72%	64%	8%	54%	18%
	2017	63%	57%	6%	53%	10%
Same Grade Comparison		9%				
Cohort Comparison		23%				
08	2018	67%	45%	22%	45%	22%
	2017	59%	49%	10%	46%	13%
Same Grade Comparison		8%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	61%	53%	8%	50%	11%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	69%	-69%	65%	-65%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	78%	8%	71%	15%
2017	81%	75%	6%	69%	12%
Compare		5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	72%	21%	62%	31%
2017	98%	59%	39%	60%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	46	41	41	52	62	43	70	40		
ELL	26	53	50	42	64	67					
ASN	100	85		92	92						
BLK	46	57	58	60	64	67	63	94	72		
HSP	59	51	44	64	65	74	50	85	73		
MUL	54	50	71	73	66	71	40	82			
WHT	51	53	47	66	64	64	70	85	78		
FRL	50	53	48	61	65	68	59	83	68		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	35	39	23	46	47	9	57			
ELL	24	44	40	41	56						
ASN	60	64		80	79						
BLK	33	44	36	49	62	53	54	81	54		
HSP	48	56	50	59	61	59	44	76	68		
MUL	41	47	50	41	43	47	55	81			
WHT	52	55	45	68	68	56	57	84	67		
FRL	40	46	37	54	59	54	47	78	62		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase ELA Learning Gains
Rationale	We did not grow in this area compared to the year before and we are 1% below the state average and 2% below the district average.
Intended Outcome	Our goal is to increase ELA Learning Gains by 3%
Point Person	Matt Kunder (matt..kunder@yourcharlotteschools.net)
Action Step	
Description	ELA department will ensure instruction is aligned with state standards. ELA teachers will focus on differentiated instruction by spiraling the curriculum. Continue intensive reading blocks in all grade levels for our struggling readers
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring assessments and FSA results
Person Responsible	Matt Kunder (matt..kunder@yourcharlotteschools.net)
Activity #2	
Title	Increase ELA Achievement
Rationale	We grew 5% in this area compared to the year before but we are 1% below the district average. We matched the state average
Intended Outcome	Our goal is to increase 2% in this area to 55%
Point Person	Matt Kunder (matt..kunder@yourcharlotteschools.net)
Action Step	
Description	ELA department will ensure instruction is aligned with state standards. ELA teachers will focus on differentiated instruction by spiraling the curriculum.
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring assessments and FSA results
Person Responsible	Matt Kunder (matt..kunder@yourcharlotteschools.net)

Activity #3	
Title	Increase ELA Lowest 25% Gains
Rationale	We grew 7% in this area compared to previous year but feel we can improve. We are 4% above the state average.
Intended Outcome	Our goal is to increase 2% in this area to 53%.
Point Person	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Action Step	
Description	ELA department will ensure instruction is aligned with state standards. ELA teachers will focus on differentiated instruction by spiraling the curriculum. Continue intensive reading blocks in all grade levels for our struggling readers
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring assessments and FSA results
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Activity #4	
Title	Increase Math Lowest 25% Gains
Rationale	We grew 12% in this area compared to the previous year but feel we can improve. We are 17% above the state average and 15% above the district average.
Intended Outcome	Our goal is to increase 2% in this area to 70%
Point Person	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Action Step	
Description	Math department will ensure instruction is aligned with state standards. Math teachers will focus on differentiated instruction by spiraling the curriculum. Continue intensive math blocks in all grade levels for our struggling math students
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring assessments and FSA results
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)

Activity #5	
Title	Increase ELA Achievement for our Students with Disabilities
Rationale	We grew to 32% in this area compared to the previous year of 8%. Our goal is to close the achievement gap between our SWD and non-SWD.
Intended Outcome	Our goal is to increase 3% in this area to 35%
Point Person	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Action Step	
Description	ELA department will ensure instruction is aligned with state standards. ELA teachers will focus on differentiated instruction by spiraling the curriculum. Continue intensive reading blocks in all grade levels for our struggling readers We will also continue to provide para-pros in our reading blocks for additional support
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Progress monitoring assessments and FSA results
Person Responsible	Matt Kunder (matthew.kunder@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PCMS will continue to invite parents to attend Honor Roll Assemblies with their student. We will also invite them to attend our Family Canter events scheduled throughout the year. Parent communication from the school will be through the School Messenger system and Remind App. We will also send out a quarterly Terrier Times Newsletter for parents. We will continue our big family event - Career Night in February. Our new website will be utilized to share important information to our school community and parents.

PFEP Link

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

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, which 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.
- After school activities such as staff chaperoned dances, and participation in school clubs, sporting events, and field trips with teachers and peers provide rich opportunities for positive, memorable social interactions.

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 visits 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.

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 network provide a wide variety of academic reports that address both local

and state assessment results. They use a color-coded system and filters which provide our teachers, administrators, counselors, and social workers with the 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.

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.

Part V: Budget

Total:

\$42,669.04