

Charlotte County Public Schools

# Punta Gorda Middle School



## 2021-22 Schoolwide Improvement Plan

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# Punta Gorda Middle School

1001 EDUCATION AVE, Punta Gorda, FL 33950

<http://www.yourcharlotteschools.net/pgms>

## Demographics

**Principal: Samuel Davis**

Start Date for this Principal: 7/14/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: B (55%) 2016-17: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Charlotte County School Board on 10/12/2021.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

### School Board Approval

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### SIP Authority

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### 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.**

Punta Gorda Middle School Mission Statement:

Relentlessly pursuing academic and personal growth.

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

Punta Gorda Middle School Vision Statement

We exist to prepare students academically and socially for the rigors of high school/college/career and to develop admirable citizens in our community.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Dionisio, Tina	Principal	Principal Tina Dionisio, establishes clearly defined roles and expectations for the PGMS leadership team and leads the school overall. Mrs. Dionisio communicates the school's vision and mission to all stakeholders. She functions as the school's main spokesperson. She establishes expectations which are rigorous, clearly defined and measurable. She models open communication and speaks frankly about success and failure. Mrs. Dionisio's leadership fosters a highly collaborative atmosphere where the sharing of ideas is encouraged. She serves as the administrative leader for the science and social studies departments. She serves as the chair of the PPC, liaison to the school District Leadership Team and all NET Teacher development. She oversees the school's budget, makes final decisions regarding facility use, teachers assignments and the master schedule.
Nicklas, Scott	Assistant Principal	Dr. Scott Nicklas is the assistant principal for facilities and is the administrative leader of our ESE programs. He oversees all issues related to school safety, including the scheduling and carrying out of all fire, tornado and active assailant drills. He supervises and evaluates all of the custodial staff. He coordinates the scheduling of building maintenance and repairs and ensure proper upkeep of campus grounds. He is the administrative sponsor of our school's PBS (Positive Behavior Support) team. Dr. Nicklas also serves as the school's athletic director. He assigns and oversee all coaches and monitors compliance with district guidelines for middle school athletes. Dr. Nicklas also oversees all school activities including clubs and intramurals. He leads the paraprofessional staff and coordinates busses. Dr. Nicklas supervises the school inventory, including textbooks.
Young, Christine	Assistant Principal	Dr. Christine Young is the assistant principal of curriculum. She serves as the administrative leader for all ELA, Math and Intensive Reading and evaluates all instructional staff across these departments. She is responsible for designing, implementing and balancing a master schedule. She establishes the standardized testing schedules for progress monitoring, FSAA, ACCESS for ELL, and FSA. She creates and maintains the school calendar. She serves as the district contact for Canvas implementation. She serves as the Coordinator of Credit Recovery.
McLain, Renee	Assistant Principal	Ms. Renee McClain is assistant principal for discipline. She handles all discipline for the school. She supervises the Dean of Students and school security officers. She serves as a liaison to the School Resource Officers. She coordinates retired annual safety trainings. She is in charge of a bullying investigations and the district bully cabinet files. She handles all reassignment requests and revocations. She serves as the liaison to the PTO and coordinate school volunteers.

## Demographic Information

### Principal start date

Monday 7/14/2014, Samuel Davis



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

62

**Total number of students enrolled at the school**

1,212

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

10

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

13

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	385	429	424	0	0	0	0	1238
Attendance below 90 percent	0	0	0	0	0	0	81	89	103	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	21	96	94	0	0	0	0	211
Course failure in ELA	0	0	0	0	0	0	44	74	72	0	0	0	0	190
Course failure in Math	0	0	0	0	0	0	42	82	85	0	0	0	0	209
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	85	92	0	0	0	0	224
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	108	99	0	0	0	0	267
Number of students with a substantial reading deficiency	0	0	0	0	0	0	47	85	92	0	0	0	0	224

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	110	116	0	0	0	0	275

**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	8	15	9	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	2	8	3	0	0	0	0	13

**Date this data was collected or last updated**

Monday 8/23/2021

## 2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	315	306	309	0	0	0	0	930
Attendance below 90 percent	0	0	0	0	0	0	54	78	68	0	0	0	0	200
One or more suspensions	0	0	0	0	0	0	69	63	41	0	0	0	0	173
Course failure in ELA	0	0	0	0	0	0	11	29	13	0	0	0	0	53
Course failure in Math	0	0	0	0	0	0	35	45	18	0	0	0	0	98
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	41	71	0	0	0	0	158
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	60	50	60	0	0	0	0	170

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	30	57	0	0	0	0	102

**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	5	3	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	315	306	309	0	0	0	0	930	
Attendance below 90 percent	0	0	0	0	0	0	54	78	68	0	0	0	0	200	
One or more suspensions	0	0	0	0	0	0	69	63	41	0	0	0	0	173	
Course failure in ELA	0	0	0	0	0	0	11	29	13	0	0	0	0	53	
Course failure in Math	0	0	0	0	0	0	35	45	18	0	0	0	0	98	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	41	71	0	0	0	0	158	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	60	50	60	0	0	0	0	170	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	15	30	57	0	0	0	0	102	

#### 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	5	3	4	0	0	0	0	12	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	54%	54%	56%	54%	53%
ELA Learning Gains				45%	53%	54%	54%	55%	54%
ELA Lowest 25th Percentile				38%	46%	47%	48%	48%	47%
Math Achievement				61%	63%	58%	60%	59%	58%
Math Learning Gains				52%	61%	57%	53%	57%	57%
Math Lowest 25th Percentile				40%	50%	51%	43%	53%	51%
Science Achievement				53%	59%	51%	49%	57%	52%
Social Studies Achievement				83%	78%	72%	77%	80%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	45%	49%	-4%	54%	-9%
Cohort Comparison						
07	2021					
	2019	47%	46%	1%	52%	-5%
Cohort Comparison		-45%				
08	2021					
	2019	51%	56%	-5%	56%	-5%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	51%	2%	55%	-2%
Cohort Comparison						
07	2021					
	2019	62%	62%	0%	54%	8%
Cohort Comparison		-53%				
08	2021					
	2019	44%	47%	-3%	46%	-2%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	53%	55%	-2%	48%	5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	78%	5%	71%	12%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	64%	32%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ClearSight for ELA and Math, and USA Test Prep Physical Science and Civics

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/36%	-	107/34%
	Economically Disadvantaged	30/28%	-	40/26%
	Students With Disabilities	5/10%	-	9/12%
	English Language Learners	0/0%	-	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69/35%	97/43%	159/52%
	Economically Disadvantaged	24/28%	28/27%	66/46%
	Students With Disabilities	7/21%	4/13%	9/15%
	English Language Learners	0/0%	0/0%	0/0%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	112/40%	-	131/42%
	Economically Disadvantaged	42/30%	-	57/37%
	Students With Disabilities	4/7%	-	4/7%
	English Language Learners	1/17%	-	1/17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/36%	114/39%	134/42%
	Economically Disadvantaged	36/29%	40/29%	55/40%
	Students With Disabilities	9/16%	8/14%	9/14%
	English Language Learners	1/14%	1/14%	1/20%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/19%	76/25%	191/59%
	Economically Disadvantaged	15/16%	28/19%	79/52%
	Students With Disabilities	0/0%	2/4%	13/21%
	English Language Learners	1/20%	1/14%	3/33%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	111/41%	-	120/39%
	Economically Disadvantaged	50/37%	-	55/36%
	Students With Disabilities	6/12%	-	6/12%
	English Language Learners	0/0%	-	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66/30%	100/40%	150/55%
	Economically Disadvantaged	27/24%	35/28%	69/52%
	Students With Disabilities	2/5%	3/8%	10/20%
	English Language Learners	1/25%	1/25%	1/20%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	133/32%	-	181/56%
	Economically Disadvantaged	58/50%	-	85/51%
	Students With Disabilities	17/36%	-	17/30%
	English Language Learners	1/25%	-	3/43%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	19	33	29	24	34	30	24	32	33		
ELL	28	37	46	30	46	38					
ASN				70	70						
BLK	34	33	35	44	40	28	22	58	42		
HSP	48	42	27	50	46	34	54	59	70		
MUL	47	41	20	52	42	24	47	52	50		
WHT	54	49	37	56	49	36	46	73	61		
FRL	45	44	35	47	43	35	40	58	51		
2019 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 2017-18	C & C Accel 2017-18
SWD	21	33	31	29	41	43	21	53	36		
ELL	45	71	71	52	41	7					

2019 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 2017-18	C & C Accel 2017-18
ASN	73	55		95	82		70				
BLK	40	40	32	44	37	34	27	88			
HSP	43	47	45	53	49	35	45	87	46		
MUL	53	66	54	60	52	38	74	80	81		
WHT	50	43	37	63	53	41	55	82	60		
FRL	41	42	35	53	49	41	47	80	47		
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	26	47	44	29	48	43	22	49	10		
ELL	40	33		33	40						
ASN	80	64		92	80			90			
BLK	41	54	45	45	40	32	33	61	56		
HSP	49	45	32	51	44	36	42	77	48		
MUL	64	63		68	59	50	54	78			
WHT	57	56	51	62	55	45	51	78	53		
FRL	47	52	47	52	51	43	40	73	42		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	



English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

In the area of ELA we experienced a dip in overall achievement but significant declines for Learning Gains, including Learning Gains for the Lowest 25%. In the area of math we experienced an overall decline in performance, Learning Gains and the Learning Gains for the Lowest 25%. SWD performed at 21% the lowest out of all subgroups for ELA.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall math performance, Learning Gains in math, and Learning Gains for the Lowest 25% in math.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Absenteeism and changing instructional platforms. Due to Covid, student absenteeism increased. Parents had the right to change their student's instructional platform at any time. This resulted with students learning online with CVS curriculum, in-person with CCPS pacing guides and some in Home Education with non-CCPS pacing and expectations.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Achievement in ELA overall demonstrated the most improvement. Specifically ELA 6 scores were the highest in the district.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Staff had high level of understanding of the content standards and used this knowledge to drive targeted instruction. PGM attempted differentiated ELA classes with Level 1 & 2 students separated from Levels 3-5.

#### What strategies will need to be implemented in order to accelerate learning?

Use of academic coaches in math and ELA to reinforce the standards while spearheading common formative assessments used to accelerate learning. Use of academic coaches to ensure all faculty are data wise, understanding the data profile of each student. We will use Moby Max formative assessments along with curriculum-based formative assessments in ELA and math.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

To ensure students remain connected to learning when absent we are launching Canvas - a Learning Management System, to increase the connectivity of parents and students to instruction within the schoolhouse. Teachers have been provided extensive PD provided by the district for use of Canvas. At the school level we are using our Canvas Champions to provide individual assistance and problem-solving. The district has an extensive plan for ongoing PD throughout the school year.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Canvas is a LMS which allows students to engage with the classroom in real time, minimizing the impact of their time away from the school building. Students can also use canvas course materials to review and/or repeat instruction if needed. The district has entered into a 5 year agreement for the use and implementation of Canvas. Over time, our students will likely become fluent users. PGM also has a new Math Coach through ESSER funds that will expire after this school year. Our goal is to use this coach to build capacity so that a coach is not needed long term.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Our 6th grade ELA scores were the highest in the district. However, performance in 7th and 8th grade was lower than the rest of the district. When looking at ESE performance in ELA, our students scored behind all other middle schools in the district. Our ELA performance for L25 has dropped significantly since 2017-2018.

**Measurable Outcome:** PGM will earn a minimum overall achievement of 59 across all ELA performance or +10 from 2018-2019 test results. PGM will earn a minimum Learning Gains for the L25% of 41.

**Monitoring:** Use of Moby Max to provide targeted remediation and also content acceleration will be monitored by the Academic Coach for Reading. Students in Intensive Reading will be enrolled in a double-class with their ELA teacher, resulting in 100 minutes instruction daily. 50 minutes of this instruction will be focused on remedial instruction to address the gaps which impact reading performance (Best Standards). The other 50 minutes will be on grade-level instruction accelerated based on formative assessment data (Moby Max and Savaas). These paired teachers have common planning for time to plan instruction and meet with the Academic Coach on a regular basis.

**Person responsible for monitoring outcome:** Christine Young (christine.young@yourcharlotteschools.net)

**Evidence-based Strategy:** Reading Level 1: Formative assessment and supplemental instruction weekly in MobyMax (Tier 2), Intensive Reading class in addition to ELA class with bi-weekly Savaas assessments used to monitor progress on the standards (Tier 3)  
Reading Level 2: Formative assessment and supplemental instruction weekly in MobyMax (Tier 2), and bi-weekly Savaas assessments used to monitor progress on the standards (Tier 3)

**Rationale for Evidence-based Strategy:** Moby Max is rated strong according to the ESSA Evidenced Based Interventions Criteria

**Action Steps to Implement**

1. Academic Coach for Reading will be the expert on student data for reading performance. The coach will meet with teachers on a regular basis to assist with instructional decisions. Targeted support will be provided to paired teachers working with Level 1 Readers.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

2. Academic Coach for Reading will engage in monthly data chats with instructors and the APC to determine if students are progressing as expected.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

3. Academic Coach for Reading will meet with departments (Phy Sci 8, Civics and math) to assist in implementing reading and vocabulary strategies during instruction. The coach will also meet with departments to discuss reading data when requested.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Math overall performance dropped 7 points, performance for Learning Gains for the L25 dropped 6 points. When looking at ESE performance in math, our students scored behind all other middle schools in the district. Our ELA performance for L25 has dropped significantly since 2017-2018.

**Measurable Outcome:** PGM will earn a minimum overall achievement of 59 across all math performance. PGM will earn a minimum Learning Gains for the L25% of 40.

**Monitoring:** Use of Moby Max to provide targeted remediation and also content acceleration will be monitored by the Academic Coach for Math. The coach will meet bi-weekly/monthly with members of the math department to discuss student progress and plan for intervention or acceleration.

**Person responsible for monitoring outcome:** Christine Young (christine.young@yourcharlotteschools.net)

**Evidence-based Strategy:** The use of Moby Max for math allows us to provide targeted instruction on foundational skills, remedial information and accelerated learning. Each student could potentially receive individualized lessons focus on their individual needs.

**Rationale for Evidence-based Strategy:** Moby Max is rated strong according to the ESSA Evidenced Based Interventions Criteria.

**Action Steps to Implement**

1. Academic Coach for Math will be the expert on student data for math performance. The coach will meet with teachers on a regular basis to assist with instructional decisions. Targeted support will be provided to students who have performed at a Level 1 or 2.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

2. Academic Coach for Math will engage in monthly data chats with instructors and the APC to determine if students are progressing as expected.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

3. Academic Coach for Math will meet with the Academic Coach for Reading to assist in implementing reading and vocabulary strategies during math instruction. The coach will also meet with departments to discuss math data when requested.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	PGM's performance for SWD in ELA for grades 6-8 ranks last among all four middle schools in the district. When compared to district performance, the performance of SWD in ELA is significantly below (19) the district average (31).
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	PGM will earn a minimum overall achievement of 24 across all ELA performance for SWD.
<b>Monitoring:</b>	The Academic Coach for Reading will meet with ESE staff and train them on the use of EDIS. The Academic Coach for Reading will meet bi-weekly with ESE staff to discuss results of MobyMax and Savaas formative assessments in addition to ClearSight Progress Monitoring results.
<b>Person responsible for monitoring outcome:</b>	Scott Nicklas (scott.nicklas@yourcharlotteschools.net)
<b>Evidence-based Strategy:</b>	Reading Level 1: Formative assessment and supplemental instruction weekly in MobyMax (Tier 2), Intensive Reading class in addition to ELA class with bi-weekly Savaas assessments used to monitor progress on the standards (Tier 3) Reading Level 2: Formative assessment and supplemental instruction weekly in MobyMax (Tier 2), and bi-weekly Savaas assessments used to monitor progress on the standards (Tier 3)
<b>Rationale for Evidence-based Strategy:</b>	Moby Max is rated strong according to the ESSA Evidenced Based Interventions Criteria

**Action Steps to Implement**

1. Academic Coach for Reading will be the facilitator on student data for reading performance. The coach will meet with teachers of SWD on a regular basis to assist with instructional decisions. Targeted support will be provided to SWD who are Level 1 or 2 readers. The goal is to assist teachers in becoming experts with their own student data.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

2. Academic Coach for Reading will engage in monthly data chats with teachers of SWD and the APC to determine if students are progressing as expected.

**Person Responsible** Christine Young (christine.young@yourcharlotteschools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**The primary area of concern would be in regards the high majority of "Violent Incidents". Most incidents were being reported to occur in areas of school with access that were difficult to consistently monitor, such as the bathrooms, hallways, or larger areas like the cafeteria. In response, the school initiated the following responses:**

**Creation of a Discipline Committee to evaluate current school procedure and adjust the following school year discipline plan as needed. Development of a new hallway pass policy, complete with color-coded lanyards for the specific floors. Limited seating in the cafeteria during breakfast times, and specific seating charts for students during lunch periods. The secondary area of concern for our school relates to the overall student behavior, with specific focus on student interactions with both staff and peers. To better monitor student behavior, the following programs were initiated: Established a data collection program for the next school year that allows staff to record classroom incidents, methods of classroom intervention, and staff contact with parents. This document is also used to share data collection for meetings regarding TST and MTSS. Collaboration with Discipline committee and PBiS committee to brainstorm ideas for encouragement of positive student behavior, as it also relates to the PGMS student behavior plan model. The joint project between both committees involved a year-round incentive program, additional public awareness of the SOAR initiative, and quarterly progress monitoring of student positive behavior through an awards program.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Our focus at Punta Gorda Middle is our students. We are preparing them for their future both academically and socially. We are Eagles and our SOAR mission is: Strive for Success - Doing their best in the classroom, checking their grades consistently and doing what they need to, to make them better; Opting for Honesty - Always telling the truth, owning up to their mistakes; Acting Responsibly - Doing what is right because it is the right thing to do and Respect Others - Show respect to both adults and peers. We promote these daily and have brag tags students can receive when earned.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Our early stakeholders include their pre-school and elementary school teachers and staff. We are building on the foundation they started of good academic skills and manners. We listened to the post secondary and business world when they described the type of person they wanted and formed our SOAR mission from that. Our staff teaches and encourages the students to do their best in everything they do so that they can be successful. I continue to invite all parents/guardians to our monthly SAC meetings giving them updates on what is going on and allowing them to ask questions any time. I also present this plan and ask for any input they may have. For students, I speak with them every couple of weeks about what is happening here at school and what we can do to make it better.