

Charlotte County Public Schools

Port Charlotte Middle School



2022-23 Schoolwide Improvement Plan

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Port Charlotte Middle School

23000 MIDWAY BLVD, Port Charlotte, FL 33952

<http://yourcharlotteschools.net/pcm>

Demographics

Principal: Matthew Kunder

Start Date for this Principal: 3/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (58%) 2018-19: A (66%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Charlotte County School Board.

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.

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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<http://yourcharlotteschools.net/pcm>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kunder, Matt	Principal	Supervise all programs, Monitor and address school safety and school climate, Curriculum leader for English Language Arts and Science
Whisenant, Tara	Assistant Principal	Assistant Principal of Curriculum, Curriculum leader for Math, ESE
Hock, Jon	Assistant Principal	Assistant Principal of Facilities and Discipline, Oversee all school events, Curriculum leader for Social Studies

Demographic Information

Principal start date

Tuesday 3/15/2022, Matthew Kunder

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

860

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	312	289	296	0	0	0	0	897	
Attendance below 90 percent	0	0	0	0	0	0	90	81	74	0	0	0	0	245	
One or more suspensions	0	0	0	0	0	0	11	56	49	0	0	0	0	116	
Course failure in ELA	0	0	0	0	0	0	46	59	70	0	0	0	0	175	
Course failure in Math	0	0	0	0	0	0	44	71	68	0	0	0	0	183	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	56	66	76	0	0	0	0	198	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	60	72	47	0	0	0	0	179	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	59	39	60	0	0	0	0	158	

Using the table above, complete the table below with the number of students by current grade level who have 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	61	88	91	0	0	0	0	240	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	2	2	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4	

Date this data was collected or last updated

Monday 8/15/2022

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	255	296	311	0	0	0	0	862
Attendance below 90 percent	0	0	0	0	0	0	57	98	98	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	8	53	49	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	22	49	50	0	0	0	0	121
Course failure in Math	0	0	0	0	0	0	30	69	86	0	0	0	0	185
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	78	74	0	0	0	0	187
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	81	72	0	0	0	0	198
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	78	74	0	0	0	0	187

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	36	90	96	0	0	0	0	222

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	3	14	2	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	0	0	0	3

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	255	296	311	0	0	0	0	862
Attendance below 90 percent	0	0	0	0	0	0	57	98	98	0	0	0	0	253
One or more suspensions	0	0	0	0	0	0	8	53	49	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	22	49	50	0	0	0	0	121
Course failure in Math	0	0	0	0	0	0	30	69	86	0	0	0	0	185
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	78	74	0	0	0	0	187
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	81	72	0	0	0	0	198
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	78	74	0	0	0	0	187

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	36	90	96	0	0	0	0	222	

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	3	14	2	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	0	0	0	3

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	49%	50%				56%	54%	54%
ELA Learning Gains	46%						58%	53%	54%
ELA Lowest 25th Percentile	43%						56%	46%	47%
Math Achievement	61%	35%	36%				71%	63%	58%
Math Learning Gains	63%						68%	61%	57%
Math Lowest 25th Percentile	64%						61%	50%	51%
Science Achievement	56%	55%	53%				64%	59%	51%
Social Studies Achievement	78%	54%	58%				85%	78%	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	2022					
	2019	50%	49%	1%	54%	-4%
Cohort Comparison						
07	2022					
	2019	49%	46%	3%	52%	-3%
Cohort Comparison		-50%				
08	2022					
	2019	60%	56%	4%	56%	4%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	62%	51%	11%	55%	7%
Cohort Comparison						
07	2022					
	2019	71%	62%	9%	54%	17%
Cohort Comparison		-62%				
08	2022					
	2019	58%	47%	11%	46%	12%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	62%	55%	7%	48%	14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	71%	-71%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	78%	6%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	64%	30%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	40	40	39	57	60	33	62	50		
ELL	36	50	56	54	55	40	60	64	55		
ASN	57	63		67	74						
BLK	45	41	33	63	68	79	38	81	50		
HSP	50	45	44	56	61	58	52	80	67		
MUL	50	39	30	62	55	46	71	68	50		
WHT	49	47	44	62	62	65	61	78	64		
FRL	45	43	41	57	63	58	48	75	54		
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	32	51	51	44	52	57	37	63	62		
ELL	47	66	59	60	63	50	21	80			
ASN	81	67		81	67						
BLK	47	58	39	51	60	77	47	89	65		
HSP	47	59	58	59	62	55	39	74	72		
MUL	63	52	58	69	75	67	59	89	88		
WHT	51	54	46	63	64	60	65	76	68		
FRL	46	52	52	57	60	67	48	73	67		
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	33	57	55	51	66	67	39	69	29		
ELL	50	66	63	66	70	63		78			
ASN	81	80		95	75						
BLK	47	60	67	66	82	86	41	89	64		
HSP	56	60	53	68	70	57	73	79	76		
MUL	59	55		71	69	40	67	90	75		
WHT	56	56	54	72	63	58	64	85	74		
FRL	52	56	51	68	66	65	61	83	67		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA Achievement:

Trend in 6th grade ELA – our achievement is approaching the state average (3 year trend). In 2019, we were 4% below the state average for level 3-5. In 2021 we were 3% below. In 2022 we were 2% below the state average.

Trend in 7th grade ELA shows a decrease when compared to the state average. In 2019 we were 3% below state average for level 3-5. In 2021 we were 1% above the state average. In 2022, we were 7% below the state average.

ELA Learning Gains:

7th and 8th grade there was a large dip in overall learning gains and L25 learning gains. ELA gains dropped by 10% from 1 year prior. ELA L25 gains dropped by 7 percent from a year prior.

Math Achievement:

6th grade moving in a negative trend compared to the state data. In 2019, we were 7% above the state average and 2021 and 2022 we were equal to state average.

7th grade moving in a negative trend compared to the state data. In 2019 we were 17% above the state average, 2021 we were 12% above the state average and 2022 we were 9% above the state average.

8th grade moving in positive direction compared to the state data. In 2019 we were 12% above the state average, in 2021 we were 27% above the state average and in 2022 we were 16% above the state average.

Trend in Middle School Acceleration went from 77th percentile to 20th percentile

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Greatest need for improvement is ELA achievement and Middle School Acceleration

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

Contributing factors were student and teacher attendance, student behavior, and lack of rigor in ELA and Intensive Read classes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

8th grade learning gains in Math increase compared to 2020/2021.

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

Continuation of prior strategies - Common planning, use of SIMS, focus on understanding grade level standards and assessment limits.

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

PCMS is focused on increasing the acceleration score through the use of added Algebra I sections blocked with Intensive Math. All students who scored level 3 or higher will be scheduled in Algebra I and/or Intensive 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.

The lead teacher will provide professional development in addition to support provided by the district C&I's. The lead teacher will be working all teachers, especially new teachers, to assist with teaching strategies and classroom management strategies. The ESE liaison and ESE case managers will be meeting regularly to discuss student accommodations and strategies on how to implement the strategies written into the PCMS BPIE (Best Practices for Inclusive Education). The Reading Coach, along with the C&I will be working with our Reading teachers on the implementation of Read 180 and meeting the requirements of our district comprehensive evidence based reading plan. The ELA teachers, with assistance from the ELA C&I will continue to study the new standards and how to best implement the new reading series. The math C&I will assist the math teachers with studying the new standards and implementing the use of the new math textbook series. All of the math teachers have been SIM (Strategic Instruction Model) trained and work collaboratively to implement SIM frameworks.

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

PCMS has increased the number of ELA/Reading teachers, use of Read 180 and hiring a Reading Coach.

PCMS has also hired an additional math teacher to provide support to on grade level Algebra I students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

PCMS Acceleration went from 77th percentile to 20th percentile. The plan for the 22/23 school year is to place all level 3, 4 and 5 students into Algebra I. Two sections of Algebra I will be blocked with Intensive Math to provide additional support. Two additional sections of Algebra I will be team taught by two Algebra I teachers to provide additional support.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The outcome will be measured by the progress made between the District Required Interims (BOY, MOY and EOY). We are looking for 80% of the Algebra I students to show growth between the BOY and MOY and EOY.

The data from the unit formative assessments will also be reviewed to monitor student progress on the Algebra I standards. The goal is for 100% student participation with 80% mastery. Ultimately, the Algebra I EOC pass rate will measure student mastery of the Algebra I standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Algebra I will participate in District Progress Monitoring and Formative Assessments using Mastery Connect. The Algebra I District Required Interim will be given three times over the course of the school year. The Algebra teachers and administration will review data after each of three assessments. The Algebra teachers will also administer the District Formative Assessments at the end of each unit (10 units). The Algebra teachers (team of the three teachers) and administration will review data after each assessment.

Person

responsible for monitoring outcome:

Tara Whisenant (tara.whisenant@yourcharlotteschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our math teachers will use SIM strategies to increase student achievement and also use Critical Concepts to align instruction with the new B.E.S.T state standards. Algebra I blocked with Intensive Math will be used to schedule struggling Algebra I students who scored a level 3 on the 7th grade Math FSA.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The math department has been trained to use SIMS strategies for instruction of the Algebra Standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use SIM strategies and SIM organizers at least 4 times a month to present the Algebra I standards.

Person Responsible Tara Whisenant (tara.whisenant@yourcharlotteschools.net)

Teachers will also focus on differentiated instruction and use the strategies outlined in BPIE to make sure students are receiving the accommodations written in IEP's and 504 plans.

Person Responsible Tara Whisenant (tara.whisenant@yourcharlotteschools.net)

Teachers will use Master Connect unit assessments (10 units) to monitor progress and provide interventions for students not making adequate progress in Algebra I. The goal is for 100% of students to participate in the assessments with 80% mastery on the unit assessments.

Person Responsible Tara Whisenant (tara.whisenant@yourcharlotteschools.net)

Common planning for the three Algebra I teachers will be built into the master schedule to afford time for teacher collaboration on student data.

Person Responsible Tara Whisenant (tara.whisenant@yourcharlotteschools.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

To increase overall ELA achievement to 59%, an increase of 10%. ELA achievement dropped by 2% in the 2021/2022 school year from 51% to 49%.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

The outcome will be measured by FAST performance data in ELA. We are looking for 80% of the ELA students to show growth between the PM1 and PM2 data. Additionally, we are looking for 80% of students to show growth from PM2 to PM3.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

Progress monitoring data and formative assessment analysis will be done by teachers on a weekly basis and discussed collaboratively at department professional learning communities. The formative assessments that will be used for our lowest level readers in our intensive reading classes will be Read 180. The formative assessment that will be used for all ELA classes will be from the new adopted SAVVAS instructional materials and district formative assessment, Mastery Connect.

**Person responsible
for monitoring
outcome:**

Matt Kunder (matthew.kunder@yourcharlotteschools.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

Aligned instruction with the new B.E.S.T state standards and focus on differentiated instruction to meet the needs of all our students. Reading teachers will use Read 180 for struggling students to provide additional practice skills for mastery. We will continue intensive reading for our struggling readers.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

Focusing on the new B.E.S.T state standards has proven to be effective in increasing student achievement on the FSA. Read 180 has proven to be an effective strategy for struggling readers. Critical concepts will ensure teachers teach standards at the rigor necessary to increase achievement. Extra time in reading has proven to increase reading achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use Read 180 with struggling readers in Intensive Reading classes. This program will be used with fidelity at least 3 days per week and will be used in conjunction with the CERP as an evidenced based program to assist all level 1 students.

Person Responsible Matt Kunder (matthew.kunder@yourcharlotteschools.net)

All teachers will use the Critical Concepts to focus on the state standards. This will be done on a daily basis by all teachers for all language arts classes.

Person Responsible Matt Kunder (matthew.kunder@yourcharlotteschools.net)

Teachers will differentiate instruction and use Kagan strategies to increase student engagement and help all learners.

Person Responsible Matt Kunder (matthew.kunder@yourcharlotteschools.net)

Use formative assessments to monitor progress of students throughout the year and provide interventions for students not showing adequate progress. This will happen in all ELA and Reading classes on the specific intervals stated in the CERP

Person Responsible Matt Kunder (matthew.kunder@yourcharlotteschools.net)

Use Savvas, Read 180, and Mastery Connect as formative assessment weekly throughout the school year. This strategy will be used by all teachers for ELA and Reading.

Person Responsible Matt Kunder (matthew.kunder@yourcharlotteschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

PCMS will 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.

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.

-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.

-We will continue involving students in creating a positive culture through the Kindness Club. This club will create activities that encourage positive interactions and kindness.

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

Port Charlotte Middle School recognizes the importance of parent and family engagement in order to successfully educate our students. Our goal for this upcoming school year is to improve the relationship with parents and families. We would also like to provide more opportunities for parents/families to be involved in the education of their child. In addition to holding Parent and Family Engagement Committee meetings, virtually, once a month, the committee will attend all PFEP county trainings. We will also encourage family involvement through the PTO and SAC meetings. Staff members will take an active role in encouraging students to be kind to others.