

Charlotte County Public Schools

Port Charlotte Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Port Charlotte Middle School

23000 MIDWAY BLVD, Port Charlotte, FL 33952

<http://yourcharlotteschools.net/pcm>

School Board Approval

This plan was approved by the Charlotte County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 ELA, ESE and the Arts
Wheeler, Zack	Assistant Principal	Assistant Principal of Facilities and Discipline, Curriculum leader for Social Studies, PE and Computers

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team attended a district training on School Improvement Planning in June 2023. The stakeholders involved in the creation of the SIP (Principal, Assistant Principals, Lead teacher, Dean, District Curriculum and Instruction Specialist, District Psychometrician). Student leaders from SGA will provide input to the SIP and the action plan. PCMS sent out a school wide and teacher survey at the end of the 2022/2023 school year for identifying areas of need and improvement. The draft SIP is presented to the School Advisory Council through email correspondence in August. The draft SIP is an agenda item on the first SAC meeting of the school year where and they share feedback.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly through the reflection on attendance data, formative assessment data and state assessment data when applicable. The overall plan will be reviewed at the end of the semester to determine if alterations are necessary or if different strategies are required to meet the goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	88	86	110	284	
One or more suspensions	0	0	0	0	0	0	17	61	62	140	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	11	31	29	71	
Course failure in Math	0	0	0	0	0	0	38	66	95	199	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	57	61	73	191	
Level 1 on statewide Math assessment	0	0	0	0	0	0	80	38	40	158	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	46	101	133	280	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	78	124	133	335

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	6	10	5	21
Students retained two or more times	0	0	0	0	0	0	0	2	3	5

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	90	81	74	245	
One or more suspensions	0	0	0	0	0	0	11	56	49	116	
Course failure in ELA	0	0	0	0	0	0	46	59	70	175	
Course failure in Math	0	0	0	0	0	0	44	71	68	183	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	66	76	198	
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	72	47	179	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	39	60	158	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	61	88	91	240	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	2	5
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	90	81	74	245	
One or more suspensions	0	0	0	0	0	0	11	56	49	116	
Course failure in ELA	0	0	0	0	0	0	46	59	70	175	
Course failure in Math	0	0	0	0	0	0	44	71	68	183	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	66	76	198	
Level 1 on statewide Math assessment	0	0	0	0	0	0	60	72	47	179	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	39	60	158	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	88	91	240

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	2	5
Students retained two or more times	0	0	0	0	0	0	1	1	2	4

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	52	49	49	49	50	51		
ELA Learning Gains				46			56		
ELA Lowest 25th Percentile				43			50		
Math Achievement*	65	59	56	61	35	36	62		
Math Learning Gains				63			64		
Math Lowest 25th Percentile				64			62		
Science Achievement*	48	46	49	56	55	53	57		
Social Studies Achievement*	73	73	68	78	54	58	78		
Middle School Acceleration	82	68	73	62	49	49	71		
Graduation Rate					51	49			
College and Career Acceleration					72	70			
ELP Progress	50	41	40	25	68	76	33		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	45			
AMI				
ASN	86			
BLK	54			
HSP	59			
MUL	71			
PAC				
WHT	66			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	50			
AMI				
ASN	65			
BLK	55			
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	52			
PAC				
WHT	59			
FRL	54			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			65			48	73	82			50
SWD	27			41			23	48	73		5	
ELL	37			49				43			4	50
AMI												
ASN	79			86				92			3	
BLK	43			54			35	59	79		5	
HSP	50			62			37	67	81		5	
MUL	51			59			67	80	100		5	
PAC												
WHT	53			70			52	77	80		5	
FRL	48			63			47	69	82		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	49	46	43	61	63	64	56	78	62			25
SWD	27	40	40	39	57	60	33	62	50			
ELL	36	50	56	54	55	40	60	64	55			25
AMI												
ASN	57	63		67	74							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	45	41	33	63	68	79	38	81	50			
HSP	50	45	44	56	61	58	52	80	67			20
MUL	50	39	30	62	55	46	71	68	50			
PAC												
WHT	49	47	44	62	62	65	61	78	64			
FRL	45	43	41	57	63	58	48	75	54			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	51	56	50	62	64	62	57	78	71			33
SWD	32	51	51	44	52	57	37	63	62			
ELL	47	66	59	60	63	50	21	80				33
AMI												
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			29
MUL	63	52	58	69	75	67	59	89	88			
PAC												
WHT	51	54	46	63	64	60	65	76	68			
FRL	46	52	52	57	60	67	48	73	67			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	48%	53%	-5%	47%	1%
08	2023 - Spring	52%	47%	5%	47%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	46%	2%	47%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	63%	55%	8%	54%	9%
07	2023 - Spring	69%	66%	3%	48%	21%
08	2023 - Spring	51%	43%	8%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	45%	2%	44%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	52%	36%	50%	38%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	70%	3%	66%	7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area of lowest performance for the 2022/2023 school year was in Science. There is not a trend of declining Science scores. The contributing factors were a new teacher in 8th grade Science and 42 days of lost face to face instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component with the greatest decline from the 2021/2022 school year was in the area of Science. Overall Science achievement was 56% in 2021/2022 and 48% in 2022/2023.

Due to Hurricane Ian and the substantial damage to our building, our students did not receive in person instruction for 42 school days. While they were still enrolled and participating in virtual instruction, it was not in person.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Port Charlotte Middle School was higher than the state in every component except for 8th grade Math. The state average in 8th grade math was a 55 and at PCMS it was a 51. At PCMS, every 8th grader that scored a 3 or higher on the 2021/2022 FSA Math was placed in Algebra I. The only 8th graders that sat for the FAST 8th grade math assessment were a Level 1 or a Level 2 on the 7th grade 2021/2022 FSA Math assessment. While this component appears to be lower than the state average, it is skewed data.

Which data component showed the most improvement? What new actions did your school take in this area?

Middle Acceleration increased by 20 points. This was a result of adjustments made in the master schedule which allowed us to schedule a greater number students into Algebra I. These additional students were provided additional support in Fundamentals of Math to be successful in Algebra I. In addition, compared to the state, 7th grade math scored 21 point higher than the state. The state average on the 7th grade FAST Math was a 48 and at Port Charlotte Middle School it was a 69.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of students with a substantial reading deficiency across 6th, 7th and 8th grade is concerning, 280 students (33% of our student body) and the number of students with Attendance below 90% is 284.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- Need for improvement in ELA Achievement/8th grade Math Achievement and 8th grade Science Achievement
- Need to improvement in ELA Learning Gains
- Need for improvement in student attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the attendance data from Early Warning Signs, 284 of our students (33%) were absent more than 10% of the time. We also did a teacher survey at the end of the school year and the teachers noted attendance as a concern and student apathy of students who are attending school.

Measurable Outcome:

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

We would like to decrease the number of students who are not attending school 90% of the time by at least 5% or more.

Monitoring:

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

Student attendance will be monitored by the social worker and the attendance committee using attendance data in FOCUS.

PCMS will also be using a new electronic hall pass system called SmartPass. The data from this system will be used to track student time out of class. The attendance committee will monitor student attendance using FOCUS monthly.

Person responsible for monitoring outcome:

Matt Kunder (matthew.kunder@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PCMS will increase student attendance by using PBIS.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS activities increase student desire to attend school and make good choices.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

This will be an ongoing action throughout the school year. The social worker, AFA and attendance committee will monitor attendance on a weekly basis to identify students not attending school.

Once students are identified as missing 3 or more days, the social worker or AFA will reach out to the families to offer assistance.

Once the student returns to school, the AFA will meet with the student to develop a plan to make up work. The AFA will communicate with teachers and follow up with student to ensure success.

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

By When: Daily

The master schedule has been adjusted to add additional electives which include 3-D Art, STEM, Creative Writing and Entrepreneurship. New after school clubs are Chess, Robotics, Spirit Squad and Public Speaking/Debate.

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

By When: Daily

Bus transportation will be provided for all students (zoned for Port Charlotte Middle School) two days a week that are attending after school activities.

Person Responsible: Matt Kunder (matt.kunder@yourcharlotteschools.net)

By When: Starting on September 9, 2023 - twice a week

Schoolwide PBIS activities provided to increase attendance and improve behavior.

Person Responsible: [no one identified]

By When: Weekly

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the Early Warning Signs data, 280 of our students are identified as students with a substantial reading deficiency. While the ELA achievement on the FAST was higher than the state average at each grade level, we would like to see a greater increase:

- State Average 6th grade ELA - 47, PCMS was a 48
- State Average 7th grade ELA - 47, PCMS was a 48
- State Average 8th grade ELA - 47, PCMS was a 52
- State Average 8th grade Math - 55, PCMS was a 51
- State Average 8th grade Science - 44, PCMS was a 47

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 FAST performance data in ELA/Math and 8th grade Science FCAT. We are looking for 55% of our students to be on grade level in ELA and Math and 59% of our students to make a learning gain from the 2022/2023 PM3 to the 2023/2024 PM3. Our goal is for 8th grade Science is 53%.

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. Formative assessments will be used for 8th grade math students. 8th grade Science teachers will evaluate student data from the BOY/MOY/EOY.

Person responsible for monitoring outcome:

Tara Whisenant (tara.whisenant@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Aligned instruction with the new B.E.S.T state standards and focus on differentiated instruction to meet the needs of all our students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Focusing on the B.E.S.T state standards has proven to be effective in increasing student achievement on the FAST. 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 as an evidenced based program to assist all level 1 students.

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

By When: Teachers will use Read 180 all school year.

Using Lexile scores, student will be identified for the System 44 component of Read 180. These students will be scheduled into a separate Intensive reading class.

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

By When: These students will be identified within the first 10 days of school.

ELA/Math data chats after the state Progress Monitoring Assessments. ELA teachers and the literacy coach will meet to discuss ELA data and vertically align question stems.

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

By When: Following the Progress Monitoring Assessment: PM1 (September 2023) PM2 (February 2024) PM3 (May 2024)

Reading data chats based on formative assessment data. Reading teachers and the literacy coach will meet to discuss data and the vertically align question stems.

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

By When: Monthly to discuss formative assessment data

Tutoring will be offered to 8th grade Science students and all grade levels for ELA and Math.

Person Responsible: [no one identified]

By When: twice a week

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. The schoolwide improvement funds will be utilized during the 23-24 school year to support attendance and academic interventions. Specifically, funds will be utilized with academics to increase student ability to access Read 180, system 44, IXL, and teacher created Canvas lessons. Funds will be utilized with attendance interventions to allow for sustainable student supports for positive behaviors. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We disseminate the SIP through the use of our school website, the Title I binder in our lobby, it is shared at SAC/PTO and it is shared at the Title I Parent meetings. Directions on how to access the SIP will be mentioned in the monthly PCMS newsletter.

<https://www.yourcharlotteschools.net/pcm>

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

PCMS is building relationship with community partners through the planning of the annual golf tournament. We are building relationships with families by offering a number of family engagement events. PCMS also invites families to participate in PTO and SAC. We also gather feedback with an annual Title I Parent survey. The results of this survey are used when developing the SIP.

PCMS keeps parents informed on their child's progress through progress reports, report cards and access to the parent portal in FOCUS.

<https://www.yourcharlotteschools.net/pcm>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

PCMS is increasing enrichment by offerings more sections of Algebra I, Entrepreneurship and fast pace ELA and Math classes. PCMS will continue to create a master schedule that provides common planning for core subject area teachers. We will protect instructional time so all teachers can teach grade level standards. For the 2023/2024 school year, PCMS is offering additional specialized learning opportunities to appeal to all students. The following classes have been added: STEM, 3-D Art, Entrepreneurship and Creative Writing.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed and coordination with Title I. We utilize Title I funds to support the SIP by funding the lead teacher, Dean and AFA. We also utilize funds to assist supporting students with school supplies, after school enrichment, after school transportation and opportunities for families to get involved in PCMS.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

PCMS has two full-time school counselors and a full-time social worker. PCMS utilizes the expertise of Charlotte Behavioral to teach Signs of Suicide. Drug Free Charlotte County provides training on drugs and alcohol prevention. PCMS also uses Navigate 360 suite for mental health instruction for all students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

All 8th grade students are enrolled in a Career Planning class linked to US History. 8th grade students will use Xello to create a career plan before moving onto high school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PCMS is a PBIS (Positive Behavioral Intervention Supports) School. There is a PBIS committee that trains the teachers at the beginning of the school year. The PBIS committee works closely with the dean to create school wide expectations and incentives.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PCMS does district run data days, weekly Department PLC's and common planning.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A