Punta Gorda Middle School

2014-15 School Improvement Plan

Punta Gorda Middle School

1001 EDUCATION AVE, Punta Gorda, FL 33950

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	56%

Alternative/ESE Center	Charter School	Minority
No	No	25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission at Punta Gorda Middle School (PGMS) To discover and develop leaders who choose to SOAR: Strive for success, Opt for honesty, Act responsibly, and Respect others.

Provide the school's vision statement

At PGMS we want all of our students to be successful, honest, responsible and respectful.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At PGMS we collaborated with community and school district leaders to develop The New Image/ Maroon Project. This Project uses school leaders to identify middle students from racially diverse backgrounds and pairs them with successful high school students in a year long mentoring program. Adults from the neighborhood come every two weeks to provide training and support to the high school mentors. These mentors then use small group hands on projects to teach different cultures and understand differences to our middle school students. Additionally PGMS Sponsors the Hospitality and H2O Clubs. The mission of both of these organizations is to build and strengthen cross cultural student relationships. PGMS also reaches out to the community and the school wide student population using the following: 1) Open House for each grade level, 2)Spring Orientation for rising 6th graders from across the district. We have school wide education on critical relationship issues using TV Production students to create and televise skits, music, and instruction on hot social issues. We also have formal education via Foreign Languages, Social Studies and Language Arts curriculum.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At PGMS all Administrators, Faculty, and Support Staff, function to ensure the safety of all members of the school community. Our school uses a single point of entrance for all visitors. Each visitor is required to produce a photo ID. All visitors must first undergo an electronic background check via our Raptor program before gaining access to our campus. All external doors lock automatically upon closing. Electronic alarms are set at the close of each day and monitored 24 hours a day by security. In addition, a camera system is used to monitor and record the activity on the entire campus. These cameras feed into monitors located in the office of our SRO. We have a Punta Gorda Police Officer stationed on our campus all day everyday. All Teachers are assigned duty stations and are provided emergency instructions. These instruction are provided in writing, reviewed in faculty meetings at the beginning of each year and rehearsed during drills at least 1 time per month. Drills include, fire, tornado, intruder, and other natural or man made disasters. All students participate in the drills. At the beginning of each year the Student Code of Conduct is provided to each student and reviewed by administrators in large group settings. All school sponsored events, Sports, Field Trips, Clubs, Theater/Drama, Band, etc. are supervised by PGMS administrative staff and or faculty. Parents and guardians are informed as to the dates and times of all practices, games and performances etc. via the School Calendar, located on the school website, NTI calls, which go to each home, the Marquee sign at the front of the school, and the school newsletter. Administration at the school strive to set a clear example of respect by demonstrating honesty, listening openly, and responding

compassionately to all who enter doors. This same behavior is expected of all our staff and taught to all students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PGMS uses a clearly defined disciplinary step system to minimize disruptions to the learning environment. This system is built around the District's publication 'The Student Code of Conduct'. At the beginning of each year the Student Code of Conduct is provided to each student and review by administrators in large group settings. Parents and students are required to read and sign a form acknowledging receipt of the publication and agreement to abide by the stated rules. The week prior to school starting, PGMS administration reviews the disciplinary step system with the faculty seeking input and making changes as recommended. Once finalized, the discipline plan is presented via PowerPoint to the entire faculty. Further, signage posted throughout the campus and daily announcements by the principal, remind students of our school mission and behavioral expectations. During disciplinary proceedings, the school's administrators frequently consult with each other, the principal, guidance counselors teachers and parents to ensure discipline is just, accurate, fair and clearly understood. Discipline data is kept and monitored regularly to provide concrete feedback on student behavior and disciplinary procedures.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

PGMS endeavors to meet the social emotional needs of all our students. The school offers guidance services and counseling at each grade level. Each grade is assigned a certified guidance counselor. The guidance office is centrally located and clearly marked. Information regarding guidance services is posted on the school website and includes contact information. Teachers are provided emergency contact numbers and trained on requirements for mandatory reporting of suspected abuse and/or neglect. Further we have a certified master level social worker assigned to our school three days per week. Our School Resource Officer, Guidance Counselors, and Social Worker are all provided crisis intervention training. A section of our Crisis Response Plan is dedicated to providing counseling support for following traumatic events. Students are encouraged to report any suspected problems to an adult without fear of reprisal or disclosure. As mentioned earlier in the report, PGMS offers mentoring via the New Image Project and the opportunity to build strong social relationships via a number of sports, arts and club offerings. Child Study Teams are conducted at each grade level. Students may be referred to TST(Teacher Support Team) by any adult on campus. Once a referral is made the student is viewed as a whole person with consideration given to a broad spectrum of potential problem areas and solutions. During the TST meeting, a multi-tiered intervention plan is developed and carried out with built in monitoring system to determine success or the need for additional intervention.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

PGMS uses FOCUS as the data gathering software tool. All administrators, faculty members and a variety of support staff are trained to use FOCUS to gather, monitor and assist in the analysis of a large quantity of data. This data includes several early warning indicators: attendance, suspensions, and declining academic performance. Each teacher records attendance including tardies on a period by period basis. An absence from class results in an automatic, automated call to the student's home

informing them of the absence. Letters addressed to the student's home are generated automatically at a predetermined number of absences. At the start of each school year, grade level administrators review the attendance policy with all students. This educative presentation includes a detailed account of the negative effects of absenteeism, a review of state law governing school attendance and mandatory expectations related to attendance and final exam performance.

Discipline at each grade level is reviewed by the grade level administrator. Every student disciplinary referral, regardless of severity, results in a call home by the grade level administrator. Any out of school suspension is followed up by a letter from the Principal. The ESE(Exceptional Student Education) Staffing Specialist is notified when any ESE student receives out of school suspension. Students with increasing referral rates are referred to TST(Teacher Support Team) and CST(Child Study Team) for review and intervention recommendations.

Academic performance is given a high priority at PGMS. Teachers are expected to regularly record student grades in FOCUS. Parents and students are provided individualized private access to their grades. Progress reports are provided every 4.5 weeks. Students are required to return signed progress reports and report cards to their first period teachers. Students failing core subjects are referred to TST and CST. ESE student's receive an additional referral to the ESE Liaison and/or the Staffing Specialist. These teams will design a student specific intervention aimed at improving student academic performance. One of the team members will be assigned to monitor the student's progress. Once statewide, standardized assessment data is made available, the PGMS administrative team meets to review student performance. Any student scoring a 1 on the Reading portion of the test is assigned a 90 minute block of Reading and Language Arts by a certified reading and language arts teacher. Students are given additional supports via the Fast Forward instructional software program. Any student scoring a low 2 is assigned a Reading class in addition to their regular Language Arts class. Student progress is monitored using a variety of tools throughout the year. Data is systematically analyzed by the instructor to ensure growth is occurring.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	28	32	27	87
One or more suspensions	59	46	55	160
Course failure in ELA or Math	109	145	150	404
Level 1 on statewide assessment	106	98	100	304

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	87	86	103	276

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Phone calls home by teachers, guidance counselors, social worker, and grade level administrator
Parent Teacher Student Conferences
Parent Student Conferences with the Guidance Counselor or Social Worker
Parent Student Conferences with administration
Referrals to Child Study Team and/or Teacher Support Team

Referrals for Tutoring
Offering before school academic support by teachers
Peer Tutoring
Referrals to online tutoring programs
Increased availability of supportive technology
Referral for hearing and visual screening
Referral for Psychological Evaluation
Individualized reward system
Occupational/speech therapy as needed
Use of interpreters for family meetings
Provide individualized written directions
Adjust academic schedule to meet student learning needs
Provide additional texbooks for home
Offer extended time or change of setting as warranted by 504 or IEP

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

PGMS recognizes the significant increase in knowledge and support made available to students whenever families and school personnel work in unison. As a result the school is committed to building a positive relationship to increase their family involvement. At the end of each day the school SRO, an administrator, two guidance counselors and two teachers stand outside and greet parents and relatives as they pick up their students. Our front office staff make it a point to welcome families as they arrive on campus. First time visitors are offered a campus tour (after clearing a background check). At the start of each year all families are invited to an open house where they meet their student's, teachers, guidance counselor, social worker and house administrator. Students are encouraged to attend all parent conferences. Our Parent Teacher Organization is highly active and directly involved in the development and implementation of our PBIS positive reward system. Communication of the school's vision and mission statement is facilitated via our school website, school calendar, teacher webpages, NTI calls home, quarterly newsletters and our marquee in front of the school. In addition, signage, often created by students, is placed in high visibility, high traffic locations throughout our campus. Our SAC members meet monthly to review student performance data and make recommendations.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PGMS is constantly working to improve relationships with our community partners. As those relationships strengthen and grow so does our ability support student achievement. Prior to the first day of school we send out invitations to local service organizations and businesses inviting them to attend our open house. The YMCA, Boys and Girls Club, Don Ball School of Fishing, The Storm youth

basketball league, PTO, Pop Warner, and the Charlotte County Health Department are examples of organizations setting up display tables to distribute information to students and families. This year we initiated a new relationship with two local doctors offices. Working together we provided free sports physical at PGMS for approximately 100 students. The doctors have already volunteered to provide this service again next year. A variety of local businesses collaborating with our PBIS Team and PTO are providing positive rewards to students demonstrating academic growth and good citizenship. TEAM Punta Gorda is providing funding and technical support to create and sustain a community garden. The PGMS garden is designed, built and maintained by students with guidance provided by local master gardeners. This year PGMS, in collaboration with Charlotte High, established a chorus for middle students. The course is taught by the high school's choral director. Each year PGMS hosts The Blanchard House, Martin Luther King Breakfast. A variety of local sports organizations use our facilities to provide recreation outside the school day.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Dionisio, Tina	Principal
Nicklas, Scott	Assistant Principal
Welton, Lyman	Assistant Principal
Butts, Jon	Assistant Principal

Duties

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

The principal, Tina Dionisio, establishes clearly defined roles and expectations for the PGMS leadership team. The Assistant Principals are assigned to a specific 1) grade level, 2) academic department, and 3) areas critical to the functioning of the school. Mrs. Dionisio communicates the school's vision and mission to all stakeholders. She functions as the school's primary spokes person. She establishes high, clearly defined, measurable expectations. She models open communication and a willingness to speak frankly about both success and failure. Mrs. Dionisio creates a highly collaborative atmosphere where the sharing of ideas is encouraged. She personally evaluates the performance of all first year teachers. She is the Math Department's administrative leader. She is the school's liaison to the District Leadership Team. She oversees the school's budget, makes final decisions regarding facility usage, teacher assignments, and master scheduling. Mrs Dionisio serves as a co-chair on PPC.
Jon Butts is the 8th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Science Department and evaluates all science teachers. Mr. Butts oversees all issues related to school safety. He schedules and conducts fire, tornado, and code red drills. Mr. Butts maintains an accurate inventory of, textbooks, furniture, computers, projectors and a wide array of assertive technology. He supervises and evaluates all custodial staff. He coordinates the scheduling of building maintenance and repairs and ensures proper upkeep of the campus grounds. Mr. Butts oversees the planning of 8th grade activities and coordinates the transition of 8th grade students to high school.
Dr. Scott Nicklas is the 7th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Language Arts and Reading Department and

evaluates all Language Arts and Reading teachers. Dr. Nicklas is responsible for creating the Master Schedule. He establishes all standardized testing schedules and coordinates the use of computers to meet online testing requirements. He creates and maintains the school calendar. He is the school's technology liaison to the District. In addition he provides staff training on the use of a variety of software programs. He monitors the frequency and accuracy of teacher record keeping in the areas of grading and attendance.

Lyman Welton is the 6th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Social Studies Department and evaluates all Social Studies teachers. Mr. Welton is the School's Athletic Director. He assigns and oversees all coaches, publishes academic and behavior requirements for all players and monitors compliance with District Guidelines for Middle School Athletes. He maintains all records pertaining to school athletics. Mr. Welton assigns all club and athletic supplemental positions. He coordinates the New Image Project mentoring program. Mr. Welton serves as the administrative representative to the District ESE department and meets regularly with the schools staffing specialist, ESE teachers, students and families.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Currently, the district has three systems that provide data regarding student performance to school leaders. FOCUS, provides a variety of district reports regarding retention, referrals, ESE and ESOL status, attendance, and up to the minute academic performance across all subjects. In addition, FOCUS, offers access to each student's standardized test history. This data is readily exported to Excel allowing for additional analysis. Performance Matters is a data network that provides a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention. At the start of the 2013-14 school year, CCPS released School Portal from Softwarenology. School Portal is a universal system that allows for seamless documentation and continued support of students using common MTSS structures, processes, content, and early warning systems.

The administrators at PGMS meet weekly to review the data provided by the above named systems. The data review and analysis begins during the summer months. The critical decisions regarding the master schedule, teacher assignments, personnel changes, and courses offered, are all driven by student need. Each Assistant Principal presents the data specific to their assigned grade level and makes recommendations for multi-tiered interventions to address the identified needs. As needs are presented so are the requirements for meeting the objectives. Teacher certification, textbook, technology, and supplemental materials are all discussed, as are the available financial resources. This collaborative process, with a feedback loop, is repeated until a cohesive plan is developed. The plan is then presented to the Program Planners for review and give feedback. Similarly the school leaders plan is presented to a variety of district administrators for their input. Once changes are made, the revised plan is presented to the faculty as a whole. Again any identified problems or improvements are adapted. This process continues throughout the school year. As new data is gathered and reviewed plans are adapted to meet student needs. Each month a variety of school level meetings are scheduled to provide opportunities to review progress and make changes as needed. These meetings include but are not limited to Program Planners, TST(Teacher Support Team) and Child Study at each grade level, PPC(Partnership & Performance Council) and SPPC(Support Partnership & Performance Council, SAC and PTO. The PGMS administrative team meets weekly to monitor progress and troubleshoot.

Monthly meetings with District Personnel provide additional oversight and support. The organizational structure and communications processes link school and District leaders in regular and ongoing

communication that facilitates the coordination and integration of resources and support for the school improvement initiatives.

The Principals' and District Leadership Team meetings bring leaders together in opportunities to ask questions, share information and brainstorm ideas that support student achievement. District leaders visit schools to meet formally and informally with school staff to provide support, discuss concerns, and celebrate successes.

The District's Psychometrician and Title I Evaluator each provide a wide range of data reports to schools on a pre-set schedule as well as on request for special information.

If any specific funds are being used to fund a project or resource, the administrator involved monitors supplies and makes sure everything is being used appropriately. If any grant resources support school programs, the grant managers consult with the school leaders regularly regarding the implementation of the grant program and budget in the school. At the District level, the grant managers meet regularly during scheduled District meetings and collaborate on the coordination of the funds. The District Finance and Budget officers also participate in many of these meetings.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tina Dionisio	Principal
Karon Finch	Parent
Sandy Asaro	Teacher
Tim Tompas	Parent
Alan Skavroneck	Parent
Denise Tinga	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee reviewed last year's plan at it's conception as well as periodically throughout the year. Suggestions were made and noted.

Development of this school improvement plan

The plan was reviewed in it's beginning stages and will continue to be presented as the year goes on. They will be asked for input and changes will be made. As part of our agendas, we discuss and review activities to determine whether or not they are a benefit to the school.

Preparation of the school's annual budget and plan

PGMS is using it's budget to give teachers time to analyze their data and unpack their standards. It has proven to be very beneficial when they have time together(mostly as grade levels) to look over their data they have collected and compared. They are able to have discussions as well as plan activities that they know work.

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

There were no school improvement funds allocated last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We continue to invite all parents to each SAC meeting. We will put a message in the school newsletter, send a specific phone call home about the next meeting, post on the school's marquee as well as the school's website. We send personal email messages to specific people that expressed interest at our open house. We had a discussion at our last meeting to think of ways to promote it.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Dionisio, Tina	Principal
Welton, Lyman	Assistant Principal
Nicklas, Scott	Assistant Principal
Moore, Katie	Teacher, K-12
Smith, BettyAnn	Teacher, K-12
Steelnack, Sarah	Teacher, K-12
Simco, Sara	Teacher, K-12
Damico, Jill	Teacher, K-12
Burke, Jeanette	Other

Duties

Describe how the LLT promotes literacy within the school

We will encourage all teachers to use various methods of active reading(read aloud, close reading, shared reading, guided reading and independent reading) so students will feel more comfortable as they learn to read for information. We will create an environment that focuses on the importance of reading not only in Language Arts but in every class they attend. We also want to create an environment that lets students know it is good to read for pleasure.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at PGMS are encouraged to collaborate in a number of ways both formally and informally. In the most informal of ways teachers are encouraged to share ideas that they have found to be successful. There is a 'Shared Staff" folder on our network G drive where teachers can place lessons, strategies, etc. that they wish to share with the staff. Teachers also work together by developing and participating Professional Learning Communities(PLC's). We have also added common planning time for our program planners so they may meet and collaborate across the curriculum.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

PGMS's Employee Climate Survey scores are the highest among all secondary schools in Charlotte County. Additionally PGMS Student Climate scores are significantly higher than the District's other middle schools. These scores reflect the administrative team's purposeful efforts to create a safe, positive, work/learning environment. These positive feelings translate into our most effective recruitment tool, "word of mouth". Further applicants for instructional openings are vetted to ensure they meet the minimal qualification needed to be deemed "highly qualified." Once they are hired, teachers new to Charlotte County are paired with a trained veteran teacher to help get them acquainted with the school and some best practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers will receive a veteran mentor teachers, follow-up training and staff support. Mentor and mentee are primarily paired based on the new teacher's subject area assignment. For example, a new science teacher will be paired with an experienced certified science teacher. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for instruction. Time is also given for feedback, coaching and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our Department PLC's(Professional Learning Communities) are set up by subject areas. The teachers meet biweekly with one meeting focusing on data collected and strategies used and the other focusing on their standards by grade level. They use their CMAPS to go through the standards and retrieve any resources needed. Each administrator is assigned to a subject so we are able to monitor that area. In addition to the PLC's we have data days where we supply substitutes for the teacher's so they are able to take the time to analyze their data and plan appropriate activities.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Before the school year starts, we look at the data from the state assessment given the year before and assign certain classes based on their Reading and Math scores. The students are placed in either a remediation class, regular class or advanced class. Throughout the year, teachers use progress monitoring tools to determine where the students are and what needs to be done to get them where they need to be. The teachers make adjustments within the classroom setting to fit the needs of most of their students. Some of those adjustments are reteaching a concept, giving more practice or enrichment activities for those that understand the concept and can go further in depth.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,500

For those students who owe course credits, we offer an after school program. Students are given access to Edgenuity a software program designed to deliever individualized instruction. Additionally, certified teacher provides instruction and support one day a week.

Strategy Rationale

We are trying to get these students caught up with their credits so that they can go to the high school on time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dionisio, Tina, justina.dionisio@yourcharletteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Credit Recovery teacher monitors student performance and progress on standard specific assignments. The data collected and reviewed includes grades on assignments, quizzes and tests..
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Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Grade 5 to 6: During the last month of school every year, we invite all of the incoming 6th graders and their parents to an orientation night at Punta Gorda Middle School. We meet in the cafeteria and do a presentation introducing them to key people from the school as well as 'showing them how things are done' at Punta Gorda Middle. After that we let them tour the school. Before school starts in the fall, we have their open house allowing them to pick up their schedules and follow it to meet all of their teachers ahead of time.
Grade 8 to 9: In January, students from the high school come over and speak to our 8th graders about classes they can take, clubs they can belong to and what high school is all about. It is done in a small classroom setting so they are able to ask questions and get their answers. An orientation night is usually scheduled by the high school for the incoming 9th graders and their parents to go over course options, etc. Then in February/March, the high school counselors come to register the students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

PGMS promotes college and career awareness a couple of different ways. We have Leadership classes at each grade level as well as our Careers class that each 8th grader takes. Guest speakers come in to talk to the classes about their respective careers or business.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Careers class - All 8th graders take this class. They go through different career modules on the computers.
STEM class - There is five 6th grade, one 7th and one 8th grade class. They do different Science and Math activities using computers.
Computers class - There is four 6th grade and two 8th grade classes. They learn to work with different programs on the computers.

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

We have not done this yet at the middle school level.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   68% of students will make learning gains in Math as measured by student growth on iReady from BOY to EOY assessments.

G2.   65% of students will make learning gains in Math as measured by student growth on iReady from BOY to EOY assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 68% of students will make learning gains in Math as measured by student growth on iReady from BOY to EOY assessments. 1a

G054491

Targets Supported 1b

Indicator	Annual Target
Math Gains	68.0

Resources Available to Support the Goal 2

- CPALMS website

- Data Days - Being able to analyze the data and collaborate with other Math teachers.

- Math PLC

Targeted Barriers to Achieving the Goal 3

- Access to computer lab and sample questions for the new state test.

Plan to Monitor Progress Toward G1. 8

We will look at the iReady data to see if progress is being made.

Person Responsible
Tina Dionisio

Schedule
Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion
We will check the scores each time it is administered and make sure progress is being made.

G2. 65% of students will make learning gains in Math as measured by student growth on iReady from BOY to EOY assessments. 1a

🔑 G054314

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- CPALMS Website

- Data Days - Being able to analyze the data collected from iReady and the teacher collaboration.

- Language Arts PLC

- The new textbook

Targeted Barriers to Achieving the Goal 3

- Availability of computers to practice writing on the computer.

Plan to Monitor Progress Toward G2. 8

We will look at the iReady data after each time it is given to see if progress is being made.

Person Responsible
Tina Dionisio

Schedule
Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion
We will look at the scores to see what gains they have made.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. 68% of students will make learning gains in Math as measured by student growth on iReady from BOY to EOY assessments. `1`

🔑 G054491

G1.B2 Access to computer lab and sample questions for the new state test. `2`

🔑 B137360

G1.B2.S1 Using the computer lab to do sample questions and seeing how the tools for the test are used. `4`

🔑 S149340

Strategy Rationale

Because it looks and is different from any of their previous tests, they will need practice using the tools and seeing how the questions are asked.

Action Step 1 `5`

We will block off some time for the Math teachers to go into the computer labs.

Person Responsible

Scott Nicklas

Schedule

Every 2 Months, from 11/3/2014 to 4/10/2015

Evidence of Completion

He will be able to see if they used the computer lab.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Make sure each Math teacher goes into the lab to practice.

Person Responsible

Scott Nicklas

Schedule

Every 2 Months, from 11/3/2014 to 4/10/2015

Evidence of Completion

He will check to see that each teacher has gone in to the computer lab and practiced.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

The teacher will walk around and make sure the students are using the tools and doing the problems correctly.

Person Responsible

Sarah Steelnack

Schedule

Every 2 Months, from 11/3/2014 to 4/10/2015

Evidence of Completion

They will be able to see if they are using the tools and doing the problems correctly.

G2. 65% of students will make learning gains in Math as measured by student growth on iReady from BOY to EOY assessments. 1

G054314

G2.B1 Availability of computers to practice writing on the computer. 2

B136958

G2.B1.S1 Block off time in the computer labs for the Language Arts teachers to be able to go in and practice. 4

S148949

Strategy Rationale

It will give the students some practice on writing on the computer.

Action Step 1 5

We will give the Language Arts classes time in the computer lab to practice writing on the computer.

Person Responsible

Scott Nicklas

Schedule

Every 2 Months, from 11/3/2014 to 4/10/2015

Evidence of Completion

Whether or not the teacher took the students to the computer lab.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

He will check to make sure they have gone into the computer lab and practiced.

Person Responsible

Scott Nicklas

Schedule

Every 2 Months, from 11/3/2014 to 4/10/2015

Evidence of Completion

The fact that the students used the computers to practice writing.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The teachers will walk around to monitor the students in the computer lab and will grade their writing.

Person Responsible

BettyAnn Smith

Schedule

Every 2 Months, from 11/3/2014 to 4/10/2015

Evidence of Completion

Their graded writing papers.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	We will give the Language Arts classes time in the computer lab to practice writing on the computer.	Nicklas, Scott	11/3/2014	Whether or not the teacher took the students to the computer lab.	4/10/2015 every-2-months
G1.B2.S1.A1	We will block off some time for the Math teachers to go into the computer labs.	Nicklas, Scott	11/3/2014	He will be able to see if they used the computer lab.	4/10/2015 every-2-months
G1.MA1	We will look at the iReady data to see if progress is being made.	Dionisio, Tina	8/18/2014	We will check the scores each time it is administered and make sure progress is being made.	5/29/2015 every-2-months
G1.B2.S1.MA1	The teacher will walk around and make sure the students are using the tools and doing the problems correctly.	Steelnack, Sarah	11/3/2014	They will be able to see if they are using the tools and doing the problems correctly.	4/10/2015 every-2-months
G1.B2.S1.MA1	Make sure each Math teacher goes into the lab to practice.	Nicklas, Scott	11/3/2014	He will check to see that each teacher has gone in to the computer lab and practiced.	4/10/2015 every-2-months
G2.MA1	We will look at the iReady data after each time it is given to see if progress is being made.	Dionisio, Tina	8/18/2014	We will look at the scores to see what gains they have made.	5/29/2015 every-2-months
G2.B1.S1.MA1	The teachers will walk around to monitor the students in the computer lab and will grade their writing.	Smith, BettyAnn	11/3/2014	Their graded writing papers.	4/10/2015 every-2-months
G2.B1.S1.MA1	He will check to make sure they have gone into the computer lab and practiced.	Nicklas, Scott	11/3/2014	The fact that the students used the computers to practice writing.	4/10/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**