

Charlotte County Public Schools

# Port Charlotte Middle School



2017-18 School Improvement Plan

## Port Charlotte Middle School

23000 MIDWAY BLVD, Port Charlotte, FL 33952

<http://portcharlottemiddle.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	88%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Charlotte County School Board on 9/25/2017.

### 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Port Charlotte Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

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

Celebrate Success!

#### 2. School Environment

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

RE: STUDENT MOTIVATION & ENGAGEMENT

- PCMS establishes, builds, and strengthens relationships between teachers and students to improve engagement and motivation. Our strategies for doing this include the establishment of programs that build

leadership capacity and encourage teachers to learn about the diverse cultures of their students, discover their

interests and to take advantage of opportunities to recognize when students make good choices.

- Grade level meetings are used to help build and maintain positive relationships among students and staff to

promote a school culture that is safe and conducive to teaching and learning.

- Leadership roles are provided for students through a variety of organizations that include: Respect Our School,

Student Government Association, National Junior Honor Society, Environmental Club, office assistants, sports

programs and through involvement in the arts.

- PCMS teachers and staff use Positive Behavior Intervention and Supports (PBIS) to encourage students to

make good academic and behavioral choices, Teachers also recognize positive student effort through Student

Success charts, and other motivational class programs.

Our school emphasizes a culture driven by a positive, growth mindset. Teachers and staff attended training

based on author Carol Dweck's "Mindset" book, which is based on research that shows how the adoption of

growth mindset has a positive impact on school culture and student achievement.

- Terrier Pride team provides leadership opportunities for students, staff, and parents/school community, as well

as recognition to students who make good choices.

- Respect Our School program is designed to promote positive interaction between students, staff, and community.

- Athletic programs cultivate school spirit and sportsmanship through participation in and support of the school athletic teams.

- School-wide student recognition programs include Student of the Month, Honor Roll Assemblies, Awards Presentations, Attendance Awards, and celebrations to recognize iReady academic growth.  
RE: CRITICAL THINKING
  - PCMS utilizes a national program, "Project Wisdom", which includes a positive and poignant, character-building message presented by the Principal, during morning announcements. Teachers are provided with lesson plans on each topic, in conjunction with that day's message. This daily lesson ends with "Something to Think About", since the messages include thought-provoking lessons which feature, morals, anecdotes, quotes, etc. to live by.
  - Do the Right Thing provides for nominations of students doing the right thing/making good positive choices are sent to the Charlotte County Law Enforcement. The Do the Right Thing program is an initiative to build student character and self-esteem, while fostering a desire, in students, to make positive choices. .  
RE: FOCUS ON THE STANDARDS
  - PCMS has in place, a structured schedule for students to engage in both the learning and diagnostic portions of the iReady program. The program is aligned with the Florida Standards.
  - Every classroom has a large "LEARNING GOALS POSTER" that is updated daily, and to include the Standard(s) being addressed, an explanation of the Standard (in student friendly terms) and the activities for that day, which deliver the knowledge or develop the skill. Teachers refer to the poster at the start of class to clarify the objective of the lesson.
  - Students maintain a GRADE GOALS SPREADSHEET which they check weekly, in their computer class, to make them aware of their progress. There is also a color-coded, GENERIC CLASS RUBRIC, posted, to help students identify and communicate their level of understanding.
- RE: DIFFERENTIATED INSTRUCTION  
Our entire PCMS staff of faculty and classroom paraprofessionals are being trained in Kagan Structures. These strategies, are now being applied in classrooms, are aimed at reaching students from a variety of learning styles, The program utilizes specific plans aimed at grouping and peer partnering students in optimal positions, taking into consideration levels, educational needs. The grouping and pairing assists when planning lessons to utilize differentiation.

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

PCMS provides a safe and respected school environment by establishing programs that give students support and offer opportunities for school involvement. These programs include;

- TST interventions, targeted for students who are in need of additional support. The team consists of guidance counselors, social worker, ESE liaison, leadership team, and teachers. The TST team meets each

week to

discuss and plan interventions and modifications to employ..

- The PBIS program (Terrier Pride) recognizes and rewards students for making good choices, improving grades, and demonstrating good citizenship.
- The GREAT program is a 6th grade anti-bullying program that is taught for thirteen weeks by our SRO.
- The SWAT program (prevention of alcohol and tobacco program) is a 6th grade program taught by Drug Free Charlotte.
- Anti-bullying campaigns involve students and teachers. The message is carried out through posters, discussions, videos, presentations, and training. -The Check and Connect program is used to provide support and build confidence for ESE students.
- School-wide relationship building provides avenues for collaborative decision-making among staff, parents, and students. These avenues include PPC, PLCs, SGA, NJHS, ROS, PTO, grade level meetings, Terrier share time, as well as department and faculty meetings, and parent and student conferences..
- Anti-Bully Campaign is carried out through posters, discussions, videos, and GREAT training presentations by the SRO.
- Do the Right Thing program nominates students for the Charlotte County Law Enforcement initiative to build student self-esteem and a continuing desire to do the right thing in any situation.
- ROS program is designed to promote positive interaction between students and staff.

**c. 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**

PCMS incorporates a system that streamlines expectations for student behavior and minimizes distractions to keep students engaged during instructional time.

- Every teacher's classroom displays a "Terrier Board" to include reminders of expectations and our discipline plan. The plan is provided to parents students and staff through the distribution of student handbooks at the beginning of the school year.
- PCMS holds students accountable to be prepared, considerate, motivated and safe.
- Class meetings are focused on collaborative relationship building and maintaining an environment of respect, trust and safety.
- Intervention programs include the Check and Connect program for ESE students and TST for establishing interventions for at-risk students.
- Tardy policy encourages students to arrive to class on time.
- School-wide Step Plan teaches students their responsibilities of acceptable classroom behavior and minimizes distractions during class time.

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



PCMS ensures the social-emotional needs of students are met by providing them with services such as:

- Student Mentoring, which is supervised by trained faculty and staff.
- Bullying has an easy report system by clicking on the link located on the PCMS website.
- Teachers use Positive Behavioral Intervention and Supports (PBIS).
- School campaigns are used to help build and maintain positive relationships among students and to promote a school culture that is safe and conducive to teaching and learning.
- Grade level meetings are held bi-monthly. Teachers meet to discuss students in the Tier I, II, and III levels. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III levels). Suggested interventions are discussed based on data shared as it pertains to attendance, grades, and behavior.
- Every Friday is known as RTI/TST Friday when the leadership team (includes ESE liaison, guidance counselors, social worker etc.) meet to discuss and create individual plans regarding TST students.
- PBIS/RTI coaches and team leaders are provided by the district for assistance in school-wide support.
- Leadership works with faculty and staff on school-wide problem solving and collaborates with the school PPC monthly.
- The Check and Connect program is for ESE students.
- Beyond the Bell provides students with both academic and social opportunities after school.
- After school activities such as staff chaperoned dances, and participation in school clubs, sporting events, and field trips with teachers and peers provide rich opportunities for positive, memorable social interactions.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Standards drive instruction, and Data identifies areas where students have not met mastery of a Standards.
- Grade level meetings are held bi-monthly. Teachers discuss students in Tier I,II, and III levels. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III levels). Graphs are displayed for the Team (including parents). Data is also discussed at department meetings, RTI/TST meetings, and PLC meetings.
- Every Friday the RTI/TST team meet with Leadership to discuss and create individual plans for students.
- The Instructional Coach, PPC team, teachers, and leadership collaborate monthly on school-wide problem solving.
- During the BOY Data Day, teachers record the lowest quartile in each class period for reading and math. The department then identifies which standards and strands need help, and they plan which strategies they will

employ. Students are also given access to after school tutoring.

- The level 1 assessment data that is listed below represents current grade level students. The other data that is listed represents 2016-2017 Semester 2.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	7	2	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	23	10	0	0	0	0	33
Course failure in ELA or Math	0	0	0	0	0	0	0	3	7	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	81	55	35	0	0	0	0	171
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	43	77	56	0	0	0	0	176

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

- In addition to ELA classes, level 1 reading students are provided extra time and support through intensive reading classes.
- Our lower level and at-risk students will be in intensive math blocks for 6th 7th, and 8th grades.
- After school math and reading tutoring is available for all students.
- The iReady program provides lower level math and reading students with additional support.
- Support is also provided by trained staff through the Strategic Instructional Model (SIM),
- Thinking Maps, Kagan, and IXL are being implemented in conjunction with iReady. IXL will be used for all 8th grade science students, as well as, all Intensive reading students.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

## 2. Description

### 2. 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

- PCMS works closely with Walmart to implement the national Mi Futuro mentoring program. Mentors from Walmart visit once a month and mentor 8th grade students on career choices.
- We work with local businesses that provide incentives for our students. Chick fil-A, Dairy Queen, support PCMS through spirit nights. Books-A-Million assists by helping with fundraisers and providing donations of free books.
- We conduct parent tours of the school once a month.
- Approximately 40 area professionals join us for our annual spring Career Night, representing over 25 businesses and organizations.
- About 25 local businesses assist us in fundraising for students through the Gold Card program. Citizens in our community purchase a card which contains advertising and coupons for them to redeem at local restaurants.
- Home Depot loans PCMS trees and plants for our stage, to make student awards presentations auspicious occasions.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
LeClair, John	Principal
Kunder, Matt	Assistant Principal
Lutz, Sally	Assistant Principal

#### b. Duties

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

\*Principal-Co-Chair of PPC, SAC, Literacy Council. Responsible for scheduling Professional Development activities requested by the staff. Assist with student discipline interventions and parent conferences. Work with the Instructional Coach and program planners to review grade level data and provide support in the RtI/TST process. Facilitates department PLCs, Oversees instructional intervention programs.

\*Assistant Principals-Co-Chair of the SSPPC, member of PTO, Assist with student discipline interventions and

parent conferences. Facilitates the new Teacher PLC and works with teachers on coordinating professional

development opportunities. Work with the Instructional Coach and program planners to review grade level data and provide support in the RtI/TST process.

\*Instructional Coach-Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at TST meetings..

\*Social Worker-Works with attendance matters; meets with parents re: behavior issues and assists with family services.

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

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

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions occur by having a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.

-Focus-this program provides a variety of district reports regarding retention, referrals, ESE and ELL status, and

attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to

the parents (guardians). In addition to the existing Focus reports, the Information Communications System

(ICS) team is available to support school-based criteria for custom reports

-iReady, and School Portal-data network provide a wide variety of academic reports that address both local

and state assessment results. They use a color-coded system and filters which provide our teachers, administrators, counselors, and social workers with the opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, and District Personnel to determine the most efficient use of these programs. Principals and Assistant Principals meet with District Personnel monthly to review and discuss the effectiveness of programs, personnel and funding issues.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
John LeClair	Principal
Diane Lanovara	Education Support Employee
Andrea Vazquez	Parent
Shelby Otway	Parent
Beth Marshall	Parent
Emily Gartner	Parent
Christine Grabowsky	Business/Community
Tess Grahmann	Parent
Paul Cignarale	Parent
Karen Mullinax	Parent
Andi Vazquez	Parent
Joan Barlow	Parent

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Will review student achievement data and FLDOE direction for Florida Core Standard instruction expectations to raise student achievement. Will review the Title One plan and make any necessary adjustments for student programs.

*b. Development of this school improvement plan*

The School Advisory Committee reviews and discusses previous state and baseline assessment scores. Presentations, including this document, are made by the Principal and Assistant Principal. Throughout out the school year, the committee receives updates on baseline and mid-year assessment data through the school leadership team. A business/community member who serves on SAC also reports on various local business initiatives that may impact our school community. Other school initiatives are presented by our teacher representative as well as to keep all stakeholders informed. The SAC also reviews and provides valuable input on SSP at beginning, middle, and end of the year.

*c. Preparation of the school's annual budget and plan*

Meetings will be held to review and discuss the school's Title One budget and plan: At these meetings, we will discuss the need to provide funding for student initiatives that support student learning, plans for monthly PLCs, Data team workshops and instructional rounds.

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

N/A

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

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

PCMS continues to work toward compliance with section 1001.452, Florida Statutes by;

- Distributing flyers to parents at school events
- Placing recruitment notes in school newsletter
- Handing out Individual invitations given to every parent at Title I Open House
- Continue to send special invitations to parents of F/R and minority populations

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kickbush, Susan	Instructional Coach
Lutz, Sally	Assistant Principal

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team, also known as "Literacy Speaks!", meets one or more times per month, as needed, to plan and conduct activities that promote improved literacy. Team members share responsibilities by holding events aimed at increasing students' reading, writing, listening, and speaking skills.

Brandi Eberhardt, school Media Specialist, Susan Kickbush, Instructional Coach, and Diane LaNovara, Title 1 Achievement and Family Associate, make up the core team, advised by Sally Lutz. These leaders enlist the help of teacher volunteers, including: Diane Conrad, Peri Schwabrow, and Ramona Robinson, as needed, to work on various projects. The mission of the council is to instill in students an affinity for reading literature to foster the acquisition of expanded vocabulary, while cultivating the development of student leadership skills. Finally, events are held that focus on helping students to become more attentive listeners and effective public speakers.

The team hosts various opportunities to increase a love for reading and learning, such as "Beyond the Bell" providing access to the Media Center, monthly book fairs at Books-a-Million, and an on-going event, "After School Adventure", where we host novel-based movies. Additional new programs are being considered including a Vocabulary Competition, an Oratorical Contest to bring historical figures to life, Bookmark Slogan/Design contest, and a spring decorating competition, "Novel Classroom Doors", which will engage students in decorating a door to promote one of his or her favorite books.

. The team is dedicated to the cultivation of voracious readers, via involvement in book reading competitions, poster campaigns, and efforts to increase vocabulary acquisition through a "Wide World of Word Walls" by encouraging the transformation of classrooms, and hallways into displays to become our own PCMS "Quotation Nation".

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

PCMS strategies to encourage positive working relationships between teachers include:

- Professional Learning Communities, scheduled every Tuesday, to address specific instructional needs by department. Teachers discuss strategies, align curriculum to standards, and review strategies for addressing subject specific standards.
- Teachers and leadership team meet bi-monthly to discuss interventions, review data, and provide support for standards based instruction.
- Terrier Share Time provides for professional collaboration focused on classroom instruction and strategies for aligning standards to instruction.
- Teachers are provided time to meet with their department to review student data and make adjustment to their department's action plan.
- Intensive Arts teachers are provided with common planning time.
- Civics teachers are provided with common planning time.
- 8th grade math teachers are provided with common planning time.
- Math teachers are provided with common planning time.
- Instructional rounds are provided as additional professional development for faculty members.

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

All posted teaching positions are advertised on the district website. Specific job descriptions are written and verified by human resources. Potential applicants are screened through the district software SearchSoft. Members of the leadership team review all applicants and decide as a team who to interview and hire.

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

Every new teacher to the district participates in the NET program. They are matched (to the best of our ability) with a member of their department and a clinical educator trained teacher. All NET teachers participate in a monthly new teacher PLC that covers a wide variety of topics designed to help new teachers be successful.

Instructional rounds are provided for additional professional development for faculty members.

Instructional coach is available for orientation, mentoring, and through electronic communication, offering unlimited on-going support.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

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

Port Charlotte Middle School follows the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction. This is accomplished by the following:

- Incorporating CPalms resources.
- Using data days to review student data and implement instructional interventions.

- Using curriculum days to plan instruction targeted at identified student weaknesses.
- Attending principal, assistant principal and instructional coach meetings.
- Providing safety nets for struggling students through RTI/TST process.
- Providing opportunities for teachers to participate in instructional rounds.
- By promoting involvement in year-round professional development opportunities offered by the district.

## **b. Instructional Strategies**

### **1. 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**

Teachers meet during data and curriculum days to discuss current student data, review instructional plans and

develop action plans that address the academic needs of their students.

- iReady data, teacher assessments, USATest Prep, and school portal reports are used to determine action plans

for differentiating instruction. Teachers adjust their instruction based on performance outcomes of student data.

Some ways teachers provide additional help and adjust instruction are:

- Additional computer time.
- Class work stations.
- Availability of auto response systems.
- Adjusted lessons to accommodate accelerated students or students who need additional help.
- Implements strategies that target specific needs of students.
- Before and after school help to include Readworks.org, for reading and Easy CBM for reading and math and math remediation/enrichment.
- Staff now shares in collecting specific data on each ESE/Gifted student to be included as part of their IEP or individual education plan.
- Kagan trained teachers use student data to maximize effectiveness of student grouping.
- iReady identifies learning gaps, and remediation is then provided by both the teacher and the program.
- SIM strategies are also employed by SIM trained teachers.

### **2. 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: After School Program**

**Minutes added to school year: 3,780**

Provide math remediation/enrichment for 45 minutes after school, three days a week.

**Strategy Rationale**

Providing after school math tutoring that employs differentiation and more individualized attention, so that teachers can address the specific needs of each student.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

LeClair, John, john.leclair@yourcharlotteschools.net

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

iReady and USATest Prep scores, teachers' assessments, students' math grades

**Strategy: After School Program**

**Minutes added to school year: 3,780**

Provide ELA remediation/enrichment for 45 minutes after school, three days a week.

**Strategy Rationale**

Providing after school reading tutoring that employs differentiation and more individualized attention, so that teachers can address the specific needs of each student.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Lutz, Sally, sally.lutz@yourcharlotteschools.net

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

iReady, teachers' assessments, students' Language Arts grades

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

After School Credit Recovery

**Strategy Rationale**

Provide additional instructional time to recover missing credits

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

LeClair, John, john.leclair@yourcharlotteschools.net

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

Attendance and completion of course records

**Strategy:** After School Program

**Minutes added to school year:** 3,360

Provide credit recovery opportunities for students

**Strategy Rationale**

Provide credit recovery opportunities for students to keep them on track for high school

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

LeClair, John, john.leclair@yourcharlotteschools.net

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

FOCUS grade reports, GPA reports, student transcripts, and teacher assessments

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

-In the spring, PCMS hosts Sixth Grade Riser Orientation. The fifth grade students and their parents are invited to an orientation at PCMS. Parents are invited to walk the campus, meet teachers, and are given an overview of the school day.

- Invite sixth grade risers to tour the campus in the spring.
- Guidance counselors and student representatives will visit feeder schools.
- In the month of August, parents and students are invited back to school for an open house symposium. During the open house, parents can follow their child's schedule, meet and greet their child's teachers, and hear presentations on the various clubs and activities available to students. Topics for presentations include academic and behavioral expectations, dress code, schedule changes, etc.
- In the spring, the high school guidance department visits with 8th grade students to review high school course selections and discuss course requirements.
- SAC schedules a parent information session in the spring for 8th grade parents. The high school leadership team is invited to share their school's requirements, course selections, and clubs and activities available to 9th grade students with them.

## **b. College and Career Readiness**

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

- Mi Futuro with Wal-Mart - Mentors from Wal-Mart visit once a month to mentor students and share lessons on careers.
- My Career Shines Program for seventh and eighth grade students.
- STEM classes are offered to eighth grade students.
- WeatherSTEM program will be offered to our science students highlighting careers in weather and agriculture.
- Continue to identify students for the Take Stock in Children Scholarship Program.
- Holding a Career Night to expose students, parents, and community members to options for career choices by visiting displays and presentations by area professionals.

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

- PCMS IT Academy provides students with the opportunity to earn HS credit as well as earn Microsoft industry certifications. The IT Academy is for all 7th grade and select 8th grade students. Sixth grade students will participate in IC Sparks Certification.

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

- Additionally, stem curriculum is integrated into computers. Although not a part of the IT Academy, students are given the opportunity to work on their industry certification in Microsoft products.
- WeatherSTEM program will be offered to our science students highlighting careers in weather and agriculture

### **4. 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**

NA

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

The areas of strength identified through the 2016-17 state assessment data were: 7th Grade ELA Learning Gains, 8th Grade ELA Learning Gains and Proficiency, 7th and 8th Grade Math Learning Gains and Proficiency. Areas of need include: 6th Grade ELA and Math, 8th Grade Science.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The root causes of the areas of need include: Lack of motivation, Lack of understanding of the higher level standards on the state assessment, adjustment to middle school

## C. Strategic Goals

## 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.** To improve student performance by aligning instruction and assessment to the Florida standards.

## Strategic Goals Detail

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

**G1. To improve student performance by aligning instruction and assessment to the Florida standards. 1a**

G091206

**Targets Supported 1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of experience with the Florida standards by instructional staff, leadership, and students.
- Lack of time for professional collaboration
- Lack of understanding of the structure and format of state assessments

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Curriculum maps, CPalms, C&I, instructional coach, curriculum resources, iReady, PLCs, USA test prep, FSAssessment.org, new teacher mentor, Edinations, PD360, instructional rounds, Kagan training, Parent/Family Center, formal and informal observations, Focus, School Portal, Edline, PAW icon, Terrier Pride program, RtI, new teacher PLCs, after school tutoring program, credit retrieval, Check and Connect Mentor Program, classroom technology for instruction, IXL,
- 

**Plan to Monitor Progress Toward G1. 8**

Increased student achievement as measured by iReady and USA TestPrep reports, report cards, and state and local summative/formative assessments.

**Person Responsible**

Matt Kunder

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

assessment results, report cards

**Plan to Monitor Progress Toward G1. 8**

Improved professional practice in aligning instruction and assessment to the Florida standards

**Person Responsible**

John LeClair

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Informal and formal observations, walk-throughs, lesson plans, student assessment results, teacher created assessments, department PLC documentation

## 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.** To improve student performance by aligning instruction and assessment to the Florida standards. 1

G091206

**G1.B4** Lack of experience with the Florida standards by instructional staff, leadership, and students. 2

B243924

**G1.B4.S1** Continuous professional development and collaboration focusing on the Florida standards. 4

S257055

### Strategy Rationale

The instructional staff and leadership need time to reflect, share and implement the Florida standards.

### Action Step 1 5

Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.

#### Person Responsible

Sally Lutz

#### Schedule

Monthly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

department PLC documentation forms

### Action Step 2 5

department data days as scheduled

#### Person Responsible

John LeClair

#### Schedule

Quarterly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

data day forms



**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

AP will collect and review evidence provided by the department chairs

**Person Responsible**

Matt Kunder

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

The department PLC documentation and data day documentation

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

School leadership will observe elements of effectiveness through classroom visits, informal and formal walk-throughs, student assessment, conversations with teachers and students, and reviewing student work.

**Person Responsible**

John LeClair

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Edivation, iReady, IXL, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice

**G1.B7** Lack of time for professional collaboration **2**

 B243927

**G1.B7.S1** Provide subject area teachers by grade level/course with common planning when possible. **4**

 S257056

**Strategy Rationale**

Provide more time for teachers to collaborate, model best practices, and design assessments to align instructional practices with EOY and state assessments

**Action Step 1** **5**

Create a school wide schedule that allows collaborative planning among teachers within a subject area.

**Person Responsible**

Matt Kunder

**Schedule**

Quarterly, from 6/6/2017 to 8/1/2018

**Evidence of Completion**

Master schedule, PLC notes, documentation on Data Days, curriculum plan agendas and meeting notes, assessment documents

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** **6**

AP will collect/ monitor meeting agenda, notes, and collaborative lesson plans.

**Person Responsible**

Matt Kunder

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Meeting agenda, notes, common lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

School leadership will observe elements of effectiveness through classroom visits, informal and formal walk-throughs, student assessment, conversations with teachers and students, and reviewing student work.

**Person Responsible**

Matt Kunder

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Edivation, iReady, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice

**G1.B7.S2** Provide teachers with Kagan Professional Development and Kagan PLC's 4

 S257057

**Strategy Rationale**

Provide teachers with time and strategies to increase student engagement.

**Action Step 1** 5

Provide teachers with professional development on Kagan strategies.

**Person Responsible**

Sally Lutz

**Schedule**

Biweekly, from 8/10/2017 to 7/3/2018

**Evidence of Completion**

Classroom observations, formative and summative assessment data, FSA data, school referral data

**Plan to Monitor Fidelity of Implementation of G1.B7.S2** 6

Administration will attend meetings and professional development sessions

**Person Responsible**

**Schedule**

Biweekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

PD sign in sheets, meeting agendas

**G1.B8** Lack of understanding of the structure and format of state assessments **2**

 B243928

**G1.B8.S1** To understand the structure and format of state assessments in order to create classroom assessments that align with them. **4**

 S257058

**Strategy Rationale**

Students are better prepared to show mastery on local and state assessments

**Action Step 1** **5**

Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.

**Person Responsible**

Susan Kickbush

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Agenda, PD documentation, Assessments

**Action Step 2** **5**

Use of instructional rounds for all teachers to be able to view and collaborate on best practices that are currently being used at the school.

**Person Responsible**

Sally Lutz

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Instructional round schedules, Observation notes

**Action Step 3** 5

Use of IXL program for all 8th Grade science students and all 6th,7th, and 8th grade level 1 reading students.

**Person Responsible**

Matt Kunder

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Performance on teacher made tests and 2017 FCAT/ FSA

**Action Step 4** 5

Increase availability of the specific types of technology that will be used during the FSA and EOC.

**Person Responsible**

Matt Kunder

**Schedule**

Daily, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

FSA performance data

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

Collect documentation from PD activities and assessments used for students

**Person Responsible**

John LeClair

**Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Copies of assessments, PD documentation

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

We will analyze data from teacher made assessments and compare the results on state assessments over time

**Person Responsible**

Matt Kunder

**Schedule**

Annually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Student test results on formative and summative tests

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M356511	Increased student achievement as measured by iReady and USA TestPrep reports, report cards, and...	Kunder, Matt	8/10/2017	assessment results, report cards	5/25/2018 biweekly
G1.MA2 M356512	Improved professional practice in aligning instruction and assessment to the Florida standards	LeClair, John	8/10/2017	Informal and formal observations, walk-throughs, lesson plans, student assessment results, teacher created assessments, department PLC documentation	5/25/2018 weekly
G1.B4.S1.MA1 M356504	School leadership will observe elements of effectiveness through classroom visits, informal and...	LeClair, John	8/10/2017	Edivation, iReady, IXL, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice	5/25/2018 weekly
G1.B4.S1.MA1 M356505	AP will collect and review evidence provided by the department chairs	Kunder, Matt	8/10/2017	The department PLC documentation and data day documentation	5/25/2018 monthly
G1.B4.S1.A1 A337761	Core department PLCs will collaborate on specific upcoming instructional standards at least once a...	Lutz, Sally	8/10/2017	department PLC documentation forms	5/25/2018 monthly
G1.B4.S1.A2 A337762	department data days as scheduled	LeClair, John	8/10/2017	data day forms	5/25/2018 quarterly
G1.B7.S1.MA1 M356506	School leadership will observe elements of effectiveness through classroom visits, informal and...	Kunder, Matt	8/10/2017	Edivation, iReady, USA Test Prep, professional conversations, department PLC documents, Deliberate Practice	5/25/2018 quarterly
G1.B7.S1.MA1 M356507	AP will collect/ monitor meeting agenda, notes, and collaborative lesson plans.	Kunder, Matt	8/10/2017	Meeting agenda, notes, common lesson plans	5/25/2018 monthly
G1.B7.S2.MA1 M356508	Administration will attend meetings and professional development sessions		8/10/2017	PD sign in sheets, meeting agendas	5/25/2018 biweekly
G1.B8.S1.MA1 M356509	We will analyze data from teacher made assessments and compare the results on state assessments...	Kunder, Matt	8/10/2017	Student test results on formative and summative tests	5/25/2018 annually
G1.B8.S1.MA1 M356510	Collect documentation from PD activities and assessments used for students	LeClair, John	8/10/2017	Copies of assessments, PD documentation	5/25/2018 quarterly
G1.B8.S1.A1 A337765	Use professional development time to understand, collaborate, and design formative assessments that...	Kickbush, Susan	8/10/2017	Agenda, PD documentation, Assessments	5/25/2018 monthly
G1.B8.S1.A2 A337766	Use of instructional rounds for all teachers to be able to view and collaborate on best practices...	Lutz, Sally	8/10/2017	Instructional round schedules, Observation notes	5/25/2018 quarterly
G1.B8.S1.A3 A340366	Use of IXL program for all 8th Grade science students and all 6th, 7th, and 8th grade level 1...	Kunder, Matt	8/10/2017	Performance on teacher made tests and 2017 FCAT/ FSA	5/25/2018 weekly
G1.B8.S1.A4 A354073	Increase availability of the specific types of technology that will be used during the FSA and EOC.	Kunder, Matt	8/31/2017	FSA performance data	5/25/2018 daily
G1.B7.S2.A1 A337764	Provide teachers with professional development on Kagan strategies.	Lutz, Sally	8/10/2017	Classroom observations, formative and summative assessment data, FSA data, school referral data	7/3/2018 biweekly
G1.B7.S1.A1 A337763	Create a school wide schedule that allows collaborative planning among teachers within a subject...	Kunder, Matt	6/6/2017	Master schedule, PLC notes, documentation on Data Days, curriculum plan agendas and meeting notes, assessment documents	8/1/2018 quarterly



## V. Professional Development Opportunities

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

**G1.** To improve student performance by aligning instruction and assessment to the Florida standards.

**G1.B4** Lack of experience with the Florida standards by instructional staff, leadership, and students.

**G1.B4.S1** Continuous professional development and collaboration focusing on the Florida standards.

### PD Opportunity 1

Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.

#### Facilitator

department chair

#### Participants

department members

#### Schedule

Monthly, from 8/10/2017 to 5/25/2018

### PD Opportunity 2

department data days as scheduled

#### Facilitator

department chair and instructional coach

#### Participants

department members

#### Schedule

Quarterly, from 8/10/2017 to 5/25/2018

**G1.B7** Lack of time for professional collaboration

**G1.B7.S2** Provide teachers with Kagan Professional Development and Kagan PLC's

**PD Opportunity 1**

Provide teachers with professional development on Kagan strategies.

**Facilitator**

Susan Kickbush

**Participants**

Teachers

**Schedule**

Biweekly, from 8/10/2017 to 7/3/2018

**G1.B8** Lack of understanding of the structure and format of state assessments

**G1.B8.S1** To understand the structure and format of state assessments in order to create classroom assessments that align with them.

**PD Opportunity 1**

Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.

**Facilitator**

Susan Kickbush

**Participants**

Teachers

**Schedule**

Monthly, from 8/10/2017 to 5/25/2018

## **PD Opportunity 2**

Use of instructional rounds for all teachers to be able to view and collaborate on best practices that are currently being used at the school.

### **Facilitator**

Susan Kickbush

### **Participants**

Teachers, Para professionals

### **Schedule**

Quarterly, from 8/10/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B4.S1.A1</b>	<b>Core department PLCs will collaborate on specific upcoming instructional standards at least once a month under the leadership of the department chair.</b>				<b>\$2,850.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0131 - Port Charlotte Middle School	Title I, Part A	0.0	\$2,000.00
			<i>Notes: Books for PLCs</i>			
	6400	120-Classroom Teachers	0131 - Port Charlotte Middle School	Title I, Part A	0.0	\$800.00
			<i>Notes: PLC for Math monthly 5 teachers</i>			
	6400	510-Supplies	0131 - Port Charlotte Middle School	Title I, Part A	0.0	\$50.00
			<i>Notes: Book</i>			
<b>2</b>	<b>G1.B4.S1.A2</b>	<b>department data days as scheduled</b>				<b>\$1,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0131 - Port Charlotte Middle School	Title I, Part A	0.0	\$1,600.00
			<i>Notes: District initiative &amp; funding</i>			
<b>3</b>	<b>G1.B7.S1.A1</b>	<b>Create a school wide schedule that allows collaborative planning among teachers within a subject area.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B7.S2.A1</b>	<b>Provide teachers with professional development on Kagan strategies.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0131 - Port Charlotte Middle School	Title I, Part A		\$10,000.00
<b>5</b>	<b>G1.B8.S1.A1</b>	<b>Use professional development time to understand, collaborate, and design formative assessments that mirror the structure of state assessments.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0131 - Port Charlotte Middle School	Title I, Part A	0.0	\$300.00
			<i>Notes: Materials and printing for professional development</i>			
<b>6</b>	<b>G1.B8.S1.A2</b>	<b>Use of instructional rounds for all teachers to be able to view and collaborate on best practices that are currently being used at the school.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Charlotte - 0131 - Port Charlotte Middle School - 2017-18 SIP  
Port Charlotte Middle School

	6400	120-Classroom Teachers	0131 - Port Charlotte Middle School	School Improvement Funds		\$3,978.00
	6400	120-Classroom Teachers	0131 - Port Charlotte Middle School	Title I, Part A		\$1,022.00
<b>7</b>	<b>G1.B8.S1.A3</b>	<b>Use of IXL program for all 8th Grade science students and all 6th,7th, and 8th grade level 1 reading students.</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	500-Materials and Supplies	0131 - Port Charlotte Middle School	Title, I Part A		\$3,500.00
<b>8</b>	<b>G1.B8.S1.A4</b>	<b>Increase availability of the specific types of technology that will be used during the FSA and EOC.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	700-Other Expenses	0131 - Port Charlotte Middle School	Title, I Part A		\$3,000.00
<b>Total:</b>						<b>\$26,250.00</b>