

Charlotte County Public Schools

Punta Gorda Middle School



2017-18 School Improvement Plan

Punta Gorda Middle School

1001 EDUCATION AVE, Punta Gorda, FL 33950

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	59%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	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 10/12/2017.

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 Punta Gorda Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	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

Punta Gorda Middle School Mission Statement:

Relentlessly pursuing academic and personal growth.

b. Provide the school's vision statement

Punta Gorda Middle School Vision Statement

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

2. School Environment

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

PGMS sponsors a variety of interest, service, and academic clubs. 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. PGMS collaborates with community leaders by offering additional supports and mentoring to minority students via the "New Image Project." PGMS also reaches out to the community and the school wide student population by allowing the groups to show representation at the following: 1) Open House for each grade level, 2) Spring Orientation for rising 6th graders from across the district.

b. 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 either in morning and afternoon to assist with student supervision, and are provided emergency instructions. These instructions 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, phone calls, which go to each home, the Marquee sign at the front of the school, and the school newsletter. PGMS also utilizes different forms of social media as a means of communication including: Facebook, Instagram, and Twitter. All accounts are manned by PGMS

Administration.

Administration at the school strive to set a clear example of respect by demonstrating honesty, listening openly, and responding compassionately to all who enter our doors. This same behavior is expected of all our staff and taught to all students.

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

PGMS utilizes a clearly defined Behavior Management Plan. The plan is built around the District's "Student Code of Conduct, which is provided to every student at the beginning of the year as well as reviewed by Administration at beginning of the year Grade Level Meetings. 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 goal of the Behavior Management Plan is to provide all PGMS employees a well defined process for rewarding positive student behavior, correcting student misbehaviors and reteaching the behavioral expectations.. The Behavior Management Plan is used to promote the behavioral growth/maturity of all students. Should student behavior rise to the point beyond teacher influence, the Behavior Management Plan follows the Response to Intervention (RTI) behavior documentation process to begin the RTI process and the disciplinary procedures as outlined in the Student Code of Conduct.

Behavior Management Plan Overview

- I. Behavior Management Plan is designed to correct student behavior
 - a. Student behavior is the responsibility of the student. Behavioral interventions are the responsibility of the classroom teacher. The plan is designed to correct student behavior, NOT to assign discipline.
 - b. Minor Infractions may include:
 1. Lying
 2. Defiance/Disrespect
 3. Horseplay
 4. Food/Drink/Gum
 5. Classroom Disruption
 - c. Major Infractions will be cause for automatic referrals
 - i. Major Infractions may include:
 1. Fighting/Student Conflict
 2. Bullying/Harassment
 3. Cheating
 4. Profanity to Staff
 5. Theft
 6. Vandalism
 7. Extreme Open Defiance/Disrespect
- II. Behavior Plan will be for EACH Student in EACH Classroom
 - a. Each student can have Maladaptive Behavior Cards in individual classrooms. Interventions are implemented by each individual teacher.
 - b. Maladaptive Behavior Cards are NOT cumulative across classrooms.
- III. All documentation will take place in FOCUS under Maladaptive Behavior Card
 - a. NO PAPER document Trail
 - b. These documentation entries will serve as evidence of Interventions necessary for RTI and/or SEA Referral.

IV. Maladaptive Behavior Cards are to be filled out AFTER typical classroom interventions have taken place.

I. 1st Intervention

a. Teacher/Student Conference & Phone Call

- i. Teacher documents step in FOCUS under Maladaptive Behavior Card
- ii. Teacher phones home and documents time of call in FOCUS under Maladaptive Behavior Card

II. 2nd Intervention

a. Teacher/Student Conference & Phone Call

- i. Teacher documents step in FOCUS under Maladaptive Behavior Card
- ii. Teacher phones home and documents time of call in FOCUS under Maladaptive Behavior Card

III. 3rd Intervention

a. Teacher/Student Conference & Phone Call

- i. Teacher documents step in FOCUS under Maladaptive Behavior Card
- ii. Teacher phones home and documents time of call in FOCUS under Maladaptive Behavior Card

IV. 4th Intervention

a. Guidance/Student Conference

- i. Teacher documents step in FOCUS under Maladaptive Behavior Card
- ii. Teacher emails Guidance Counselor with information on student.
- iii. Guidance Counselor meets with student
- iv. Guidance Counselor phones parents and informs that next incident may
- v. Guidance Counselor adds to documentation in FOCUS after phone call

V. AFTER 4th Intervention

a. Referral

- i. Teacher will input Referral into Focus
- ii. Admin will verify appropriate Steps were documented in Focus

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.

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

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 following traumatic events. Students are encouraged to report any suspected problems to an adult without fear of reprisal or disclosure. PGMS also offers mentoring via the Check and Connect and New Image Project while also giving the opportunity to build strong social relationships via a number of sports, arts and club offerings. Students may be referred to SAT(Student Assistance

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 SAT 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. ALL PGMS Parents (via SAC), Staff, and Students are trained in Bully Prevention.

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

PGMS uses FOCUS & EDIS as data gathering software tools. All administrators, faculty members and a variety of support staff are trained to use these programs 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.

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 SAT(Student Assistance 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. Electronic Progress Reports are provided every 4.5 weeks. Teachers meet individually with their students to review their academic progress. Academic progress monitoring is carried out weekly via the students' Computer Class. Students in danger of failing a core course meet individually with their grade level Guidance Counselor and or Administrator. Students failing more than one core subject are referred to SAT. 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.

PGMS administrative team meets to review student performance on State Assessments including FSA ELA & Math, FCAT Science, & Civics EOC.. Any student scoring low on the Reading portion of the test is assigned a Reading class taught by a certified reading teacher. This class is in addition to their regular Language Arts class. Students are also given additional supports via the iReady instructional software program. Student progress is monitored using a variety of tools throughout the year. Data is systematically analyzed by the instructor to ensure growth is occurring.

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	67	77	66	0	0	0	0	210
One or more suspensions	0	0	0	0	0	0	1	35	27	0	0	0	0	63
Course failure in ELA or Math	0	0	0	0	0	0	32	31	34	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	0	0	0	75	67	60	0	0	0	0	202

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	45	44	40	0	0	0	0	129

c. 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 Student Assistance Team
- Referrals for Tutoring
- Offering before school academic support by teachers
- Peer Tutoring
- Referrals to online tutoring programs
- Increased availability of supportive technology (Chromebook Classrooms)
- 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 textbooks for home
- Offer extended time or change of setting as warranted by 504 or IEP

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?

No

1. PFEP Link

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

2. 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 positive reward system.

Communication of the school's vision and mission statement is facilitated via our school website, school calendar, teacher webpages, phone calls home, quarterly newsletters, social media accounts, 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.

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

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. A variety of local businesses collaborating with our PTO are providing positive rewards to students demonstrating academic growth and good citizenship. Each year PGMS hosts The Blanchard House, Martin Luther King Breakfast and a variety of local sports organizations use our facilities to provide recreation outside the school day.

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
Dionisio, Tina	Principal
Nicklas, Scott	Assistant Principal
Welton, Lyman	Assistant Principal
McIntosh, Daniel	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

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 as well several other staff members. She is the Math Department 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.

Dan McIntosh is the 6th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Science Department and evaluates almost all of the 6th grade teachers. Mr. McIntosh 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. He is responsible for the communication from school to parents/students/community as he mans all of PGMS social media accounts (facebook, instagram, twitter).

Dr. Scott Nicklas is the 8th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Social Studies Department and evaluates almost all of the 8th grade teachers. Dr. Nicklas oversees all issues related to school safety. He schedules and conducts fire, tornado, and code red drills. He supervises and evaluates all custodial staff. He coordinates the scheduling of building maintenance and repairs and ensures proper upkeep of the campus grounds. He is the administrative sponsor of our school's PBS(Positive Behavior Support) team. Dr. Nicklas is also 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. Dr. Nicklas also oversees all school acitivites including clubs & intramurals.

Lyman Welton is the 7th grade house administrator overseeing all disciplinary referrals at that grade level. He is the Administrative leader of the Language Arts, & Computer Departments and evaluates almost all of the 7th grade teachers. He is responsible for overseeing the Industry Certification and Career Tech classes. 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. Mr. Welton is the ELL/CELLA Administrator overseeing all testing of ELL students. He facilitates the Professional Development initiatives throughout the year. He co-writes the School Improvement Plan with Mrs. Dionisio.

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

Currently, the district has two 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. School Portal (EDIS) is a universal system that allows for seamless documentation and continued support of students using common MTSS structures, processes, content, and early warning systems. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

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, SAT(Student Assistance Team), 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.

2. School Advisory Council (SAC)

a. 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
Vicky Cuthbertson	Parent
Jennifer Johannessen	Parent
Sharon Neuhofer	Parent
Margaret Rose	Parent
Samantha Skevington	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

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

b. 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.

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

PGMS is using it's budget to pay for subs for teachers so that they are able to analyze their data and make curricular adjustments based on that data. It will also be used for any professional development needed. We are also using the funds for instructional rounds (allowing teachers to observe other teachers).

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

Title 2

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

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.

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
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
Damico, Jill	Teacher, K-12
McIntosh, Daniel	Assistant Principal

b. Duties

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

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.

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

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 Document folder "Teacher Shared Docs", which contains all pertinent school documents including but not limited to: Bell Schedules, Duties, Data, Calendars, etc. Teachers also work together by developing and participating Professional Learning Communities(PLC's) on a weekly basis. Full Staff meetings occur once a month and House Meetings (Mostly comprised of Grade Level Teachers) are held once a month on alternating Tuesdays.

2. 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 scored high among all secondary schools in Charlotte County. 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.

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

Any new teacher to PGMS will receive a veteran mentor teacher, 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.

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

Our departments are set up by subject areas. Program Planner meetings are held once a month and pertinent information is given to Program Planners to disseminate to their respective department members. Each Department meet a minimum of once a month but most meet more often by grade level focusing on their standards based instruction. They use their course guides to go through the standards and retrieve any resources needed. Each administrator is assigned to a subject to assist with monitoring that subject area, with the principal being the primary monitor. In addition to the department meetings, we have data days where substitutes are provided for the teacher's so they are able to take the time to analyze their data and plan appropriate activities.

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

Before the school year started, we looked at the data from the FSA and iReady tests 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.

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: 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 deliver individualized instruction. Additionally, a 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@yourcharlotteschools.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.

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

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.

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

PGMS promotes college and career awareness by introducing students to local leaders in business and charitable organizations, offering Exploratory course work designed to promote entrepreneurial and multimedia communication skills, requiring students to develop a foundation in computer technology, and offering advanced placement classes. A variety of approved guest speakers representing local businesses and charitable organizations share their expertise with students. PGMS offer's a Leadership class at each grade level. Students enrolled in the Leadership course gain the skills required to develop teamwork, set goals, and make complex decisions. All students are enrolled in a Computer Class. Via these classes our students gain the initial keyboarding and technology skills need to be successful in either college or the job market. Additionally several advanced placement courses are available for students demonstrating academic excellence. These include classes resulting in middle schoolers earning high school credit for courses in mathematics, science and foreign languages.

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

Students are enrolled in a computer class for each of their three years at PGMS. The computer technology coursework is designed to be progressive in nature with each grade level building on the prior years skill development. All students gain keyboarding skills. Students may earn Digital Tools Certification in SPARK and Global Standards 5. They may also earn Microsoft Industry Certifications in Word, Powerpoint, Outlook and Excel The computer coursework is highly individualized and sequential in nature allowing students to advance as quickly as their ability and work ethic allows. These courses prepare students for advanced technology based coursework in high school and college, as well as, providing technical skills needed for the changing job market.

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

Faculty members are encouraged to develop cross curricular lesson plans. Language Arts and Computer instructors will coordinate the development of writing skills and the use of Microsoft Office Software to produce a quality finished written product. Students will learn to submit work in both a hardcopy and electronic format. This more closely matches secondary education with real world experience/expectation. Similarly, students will learn to use technical skills to conduct or facilitate scientific research, identify accurate historical source material, and separate "fake news" from journalist excellence..

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

N/A

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.

Our strengths are that our students perform well on the Civics and Algebra EOC as well as our overall Math proficiency. Some needs we see are our lowest performing students showing growth. We saw some improvements in our Reading scores with these students last year and hope to see more with that and Math this year.

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.

We realize there is a lack of emphasis on our students that need more remediation. We also have increased everyone's awareness of not only their level scores but also their scale scores so they can see how close they are to making progress. And we use rewards for those students that show growth.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve student performance by providing more opportunity for student engagement and academic success.

- G2.** To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies to align with course 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 providing more opportunity for student engagement and academic success. 1a

G089525

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	1211.0

Targeted Barriers to Achieving the Goal 3

- Time to plan and implement specific instructional strategies to get to those standards driven classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PGM Staff -common planning
- District Professional Development,
- Weekly PLCs

Plan to Monitor Progress Toward G1. 8

Classroom walk through data

Person Responsible

Tina Dionisio

Schedule

Monthly, from 9/11/2017 to 5/17/2018

Evidence of Completion

Student work, progress monitoring and grades.

G2. To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies to align with course standards. 1a

G089526

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0
FCAT 2.0 Science Proficiency	60.0
Civics EOC Pass	79.0
Middle School Acceleration	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers need time to conference with students regarding their grades and performance data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Guides, CPALMS website
- iReady
- USA Test Prep
- Current classroom grade
- Data Days (time to look at the data)

Plan to Monitor Progress Toward G2. 8

We will monitor student grades to evaluate the effectiveness of teacher conferencing.

Person Responsible

Tina Dionisio

Schedule

Monthly, from 8/22/2017 to 5/17/2018

Evidence of Completion

We will check student grades each marking period throughout the year.

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 providing more opportunity for student engagement and academic success. **1**

 G089525

G1.B2 Time to plan and implement specific instructional strategies to get to those standards driven classrooms. **2**

 B238531

G1.B2.S1 Weekly PLC- Teachers will meet in the Media Center one day per week and participate in their specific PLC **4**

 S251303

Strategy Rationale

By providing a time and place for faculty to meet and share best practices, teachers will increase their personal knowledge and skills to use in the classroom.

Action Step 1 **5**

All Teachers will participate in a relevant PLC focusing on increasing student engagement.

Person Responsible

Lyman Welton

Schedule

Weekly, from 8/24/2017 to 5/17/2018

Evidence of Completion

The agenda and notes from the PLC meetings.

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

Will monitor the data that is reviewed and discussed at PLC meetings.

Person Responsible

Lyman Welton

Schedule

Weekly, from 8/24/2017 to 5/17/2018

Evidence of Completion

Agendas and notes from the meetings.

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

Classroom walk throughs

Person Responsible

Lyman Welton

Schedule

Monthly, from 9/11/2017 to 5/17/2018

Evidence of Completion

Being able to see the effective teaching strategies used in the classroom.

G2. To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies to align with course standards. 1

G089526

G2.B1 Teachers need time to conference with students regarding their grades and performance data. 2

B238532

G2.B1.S1 All teachers will conference with students at least twice a quarter to review academic standing. 4

S251305

Strategy Rationale

Students will have a better understanding of what is needed to improve.

Action Step 1 5

Teachers will meet with their students (mid term and end of quarter) to make sure they know where they stand academically.

Person Responsible

Tina Dionisio

Schedule

Monthly, from 8/22/2017 to 5/17/2018

Evidence of Completion

The results of the student's grades and state assessments.

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

Administration will do walk throughs in the classrooms on those days.

Person Responsible

Tina Dionisio

Schedule

Monthly, from 8/22/2017 to 5/17/2018

Evidence of Completion

The administration will see the teachers conferencing with the students.

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

We will look at the data for improved student performance.

Person Responsible

Tina Dionisio

Schedule

Monthly, from 8/22/2017 to 5/17/2018

Evidence of Completion

We should see student's grades and test scores improved.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M356693	Classroom walk through data	Dionisio, Tina	9/11/2017	Student work, progress monitoring and grades.	5/17/2018 monthly
G2.MA1 M344441	We will monitor student grades to evaluate the effectiveness of teacher conferencing.	Dionisio, Tina	8/22/2017	We will check student grades each marking period throughout the year.	5/17/2018 monthly
G1.B2.S1.MA1 M356694	Classroom walk throughs	Welton, Lyman	9/11/2017	Being able to see the effective teaching strategies used in the classroom.	5/17/2018 monthly
G1.B2.S1.MA1 M344435	Will monitor the data that is reviewed and discussed at PLC meetings.	Welton, Lyman	8/24/2017	Agendas and notes from the meetings.	5/17/2018 weekly
G1.B2.S1.A1 A328320	All Teachers will participate in a relevant PLC focusing on increasing student engagement.	Welton, Lyman	8/24/2017	The agenda and notes from the PLC meetings.	5/17/2018 weekly
G2.B1.S1.MA1 M344437	We will look at the data for improved student performance.	Dionisio, Tina	8/22/2017	We should see student's grades and test scores improved.	5/17/2018 monthly
G2.B1.S1.MA1 M344438	Administration will do walk throughs in the classrooms on those days.	Dionisio, Tina	8/22/2017	The administration will see the teachers conferencing with the students.	5/17/2018 monthly
G2.B1.S1.A1 A328321	Teachers will meet with their students (mid term and end of quarter) to make sure they know where...	Dionisio, Tina	8/22/2017	The results of the student's grades and state assessments.	5/17/2018 monthly

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 providing more opportunity for student engagement and academic success.

G1.B2 Time to plan and implement specific instructional strategies to get to those standards driven classrooms.

G1.B2.S1 Weekly PLC- Teachers will meet in the Media Center one day per week and participate in their specific PLC

PD Opportunity 1

All Teachers will participate in a relevant PLC focusing on increasing student engagement.

Facilitator

Lyman Welton

Participants

All instructional staff

Schedule

Weekly, from 8/24/2017 to 5/17/2018

G2. To improve student performance by continuously analyzing progress monitoring data and adjusting instructional strategies to align with course standards.

G2.B1 Teachers need time to conference with students regarding their grades and performance data.

G2.B1.S1 All teachers will conference with students at least twice a quarter to review academic standing.

PD Opportunity 1

Teachers will meet with their students (mid term and end of quarter) to make sure they know where they stand academically.

Facilitator

Admin or District Office Representatives

Participants

Teachers

Schedule

Monthly, from 8/22/2017 to 5/17/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	All Teachers will participate in a relevant PLC focusing on increasing student engagement.				\$5,588.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0121 - Punta Gorda Middle School	School Improvement Funds		\$5,188.00
			<i>Notes: iReady Training for the ELA and Math teachers, Instructional Rounds for teachers and school visits</i>			
	6400	310-Professional and Technical Services	0121 - Punta Gorda Middle School	School Improvement Funds		\$300.00
			<i>Notes: Registration for Conferences</i>			
	6400	500-Materials and Supplies	0121 - Punta Gorda Middle School	School Improvement Funds		\$100.00
			<i>Notes: Mindset books for our PLC</i>			
2	G2.B1.S1.A1	Teachers will meet with their students (mid term and end of quarter) to make sure they know where they stand academically.				\$0.00
					Total:	\$5,588.00