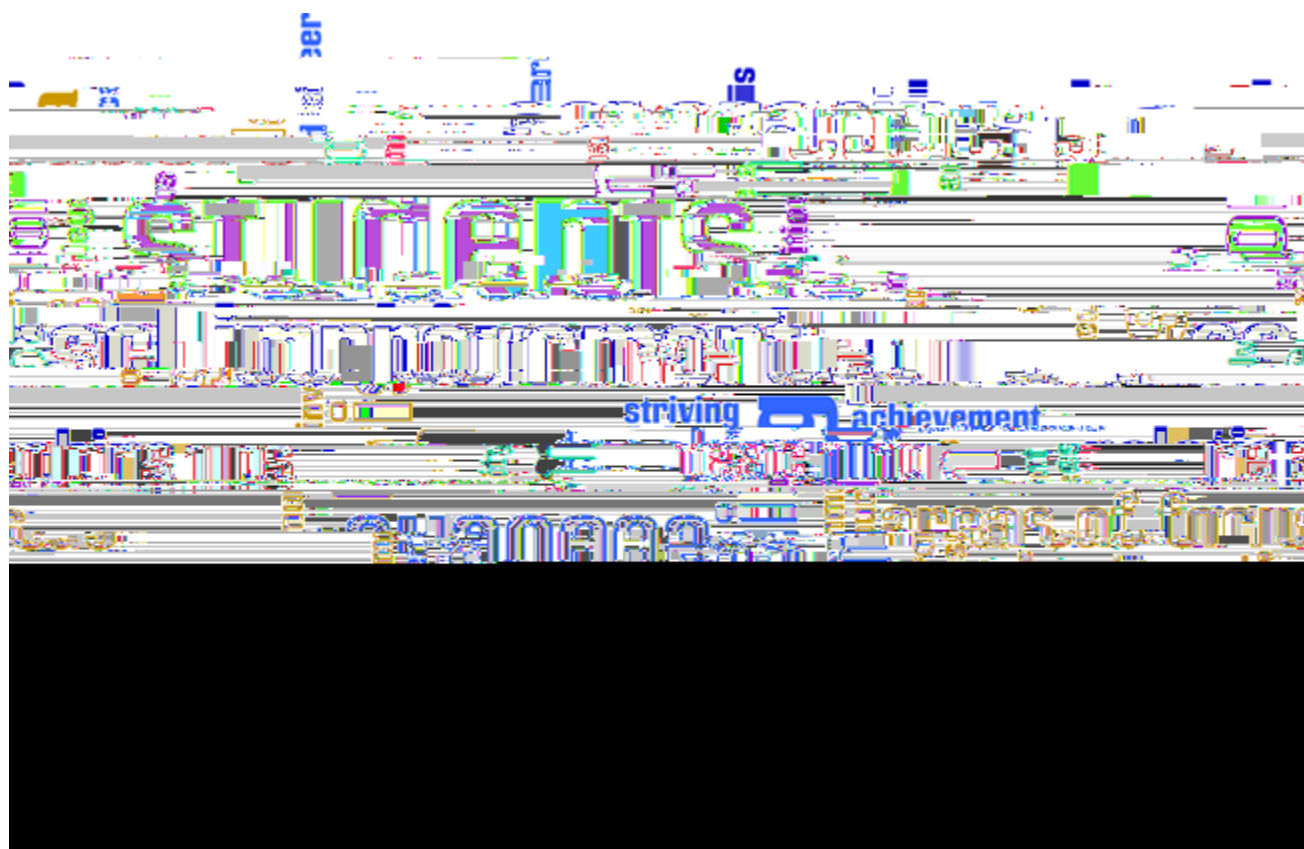






Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Punta Gorda Middle School Mission Statement:

Relentlessly pursuing academic and personal growth.

Punta Gorda Middle School Vision Statement

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.

Davis,
Samuel

Principal

Mr. Davis is responsible for setting the school's Mission/Vision and creating systems/structures which support them. Mr. Davis establishes high academic achievement and focuses on the creation of positive learning and working environments for all stakeholders. As the main spokesperson for the campus and is responsible for communicating school information with the Punta Gorda School community. Mr. Davis is the evaluating administrator for the Science and Social Studies Department, oversees school budget and leads the school's administrative team.

McLain,
Renee

Assistant
Principal

Renee McLain is the assistant principal for facilities and is the administrative leader of our ESE programs. She oversees all issues related to school safety, including the scheduling and carrying out of all fire, tornado and active assailant drills. She supervises and evaluates all of the custodial staff. She coordinates the scheduling of building maintenance and repairs and ensure proper upkeep of campus grounds. She is the administrative sponsor of our school's PBIS (Positive Behavior Support) team. Ms. McLain also oversees all school activities including clubs and intramurals. She leads the paraprofessional staff and coordinates busses. Ms. McLain supervises the school inventory, including textbooks.

Woelke,
Carol

Assistant
Principal

Carol Woelke is the assistant principal of curriculum. She serves as the administrative leader for all ELA, Math and Intensive Reading and evaluates all instructional staff across these departments. She is responsible for designing, implementing and balancing a master schedule. She establishes the standardized testing schedules for progress monitoring, FSAA, ACCESS for ELL, and FSA. She creates and maintains the school calendar. Ms. Woelke serves as the district contact for Canvas implementation. She serves as the Coordinator of Credit Recovery.

Assistant
Principal

Jon Hock is assistant principal for discipline. He handles all discipline for the school. He supervises the Deans of Students and school security officers. He serves as a liaison to the School Resource Officers and coordinates annual safety trainings. He is in charge of bullying investigations and the district bully cabinet files. He handles all reassignment requests and revocations. He serves as the liaison to the PTO and coordinate school volunteers.

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

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

Input for the SIP was collected through conference with leadership team, Guidance, Instructional Coaches teaching staff and PTO president. School Advisory Council was provided an opportunity to provide input on the three goals and their implementation. Students feedback was collected in previous year survey. This information was synthesized into the 3 defined Areas of Focus.

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

SIP action steps and focus areas will be monitored through a mid-year SIP review, weekly CORE team meetings, Climate and Culture Surveys (Beginning, middle and end of the year) and Focus Analytics data. This will include tracking defined intervention groups within the SWD, Black, Free/ Reduced and ELL subgroups on PM1,2 and 3; District Common Assessments and classroom grades.

(per MSID File)	Active
(per MSID File)	Middle School 6-8
(per MSID File)	K-12 General Education
	No
	30%
	88%
	No
	No
	ATSI
	No
(subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
	2021-22: C 2019-20: C 2018-19: C 2017-18: B

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Retained Students: Current Year	0	0	0	0	0	0	3	18	7	28
Students retained two or more times	0	0	0	0	0	0	2	7	6	15

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

Absent 10% or more days	0	0	0	0	0	0	95	75	84	254
One or more suspensions	0	0	0	0	0	0	29	117	113	259
Course failure in ELA	0	0	0	0	0	0	37	69	101	207
Course failure in Math	0	0	0	0	0	0	48	113	85	246
Level 1 on statewide ELA assessment	0	0	0	0	0	0	43	67	114	224
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	87	85	231
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	48	55	81	184

Students with two or more indicators	0	0	0	0	0	0	63	119	135	317
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Retained Students: Current Year	0	0	0	0	0	0	3	18	7	28
Students retained two or more times	0	0	0	0	0	0	2	7	6	15

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

ELA Achievement*	50			51			49		
ELA Learning Gains	41			46			45		
ELA Lowest 25th Percentile	28			34			38		
Math Achievement*	53			54			61		
Math Learning Gains	48			48			52		
Math Lowest 25th Percentile	35			34			40		
Science Achievement*	47			45			53		
Social Studies Achievement*	70			68			83		
Middle School Acceleration	62			62			59		
Graduation Rate									
College and Career Acceleration									
ELP Progress	43			64			43		

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

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

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ESSA Category (CSI, TSI or ATSI)	ATSI								
OVERALL Federal Index – All Students	48								
OVERALL Federal Index Below 41% - All Students	No								
Total Number of Subgroups Missing the Target	4								
Total Points Earned for the Federal Index	477								
Total Components for the Federal Index	10								
Percent Tested	98								
Graduation Rate									

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SWD	28	Yes	3	1
ELL	36	Yes	1	
AMI				
ASN	70			
BLK	32	Yes	1	
HSP	45			
MUL	45			
PAC				
WHT	51			
FRL	40	Yes	1	

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

All Students	50	41	28	53	48	35	47	70	62			43
SWD	20	28	20	25	36	28	20	35	42			
ELL	28	47	36	29	41	29	18	54				43
AMI												
ASN	69	40		88	81							
BLK	33	31	24	35	35	32	31	39	24			
HSP	42	40	36	40	42	36	39	69	62			
MUL	49	39	13	49	52	39	42	66	58			
PAC												
WHT	53	43	28	58	50	35	52	73	66			
FRL	40	35	28	44	40	32	36	60	47			

All Students	51	46	34	54	48	34	45	68	62			64
SWD	19	33	29	24	34	30	24	32	33			
ELL	28	37	46	30	46	38						64
AMI												
ASN				70	70							
BLK	34	33	35	44	40	28	22	58	42			
HSP	48	42	27	50	46	34	54	59	70			
MUL	47	41	20	52	42	24	47	52	50			
PAC												
WHT	54	49	37	56	49	36	46	73	61			
FRL	45	44	35	47	43	35	40	58	51			

All Students	49	45	38	61	52	40	53	83	59			43
SWD	21	33	31	29	41	43	21	53	36			
ELL	45	71	71	52	41	7						43
AMI												
ASN	73	55		95	82		70					
BLK	40	40	32	44	37	34	27	88				
HSP	43	47	45	53	49	35	45	87	46			
MUL	53	66	54	60	52	38	74	80	81			
PAC												
WHT	50	43	37	63	53	41	55	82	60			
FRL	41	42	35	53	49	41	47	80	47			

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

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

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

State Science Assessment produced the lowest score at 43% proficient for the 2022-23 school year. Contributing factors include the maintenance of 6th and 7th grade standards through the 8th grade year. Additionally, the quality of Tier 1 instruction and alignment to standard may be a significant factor when Science Score is compared to 47% proficiency in ELA and 51% proficiency in Mathematics.

4-Create a positive learning environment resulting in an increase of student attendance and reduction in suspension rates.

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

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

Our areas of focus will be to create a positive School Culture resulting in an increase of student attendance and reduction in suspension rates. This will increase Learning gains for all subgroups below 41% on Federal Indicator.

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

Overall school culture has shown quantifiable evidence of degradation with a school total of 3602 referrals generated from 579 students in the 2022-23 school year. In-school and out-of-school suspensions resulted in 3,151 days of lost instruction. We will reduce the overall referral rate by 25% and decrease the total number of suspensions days by 30% during the 2023-24 school year. Additionally, average daily attendance in 2022-23 for all students was 91.7% with 6th grade students showing the greatest number of absences with -0.57% below the overall baseline. We will decrease overall attendance rates by 3% and increase 6th grade attendance to within 0.3% of overall baseline.

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

We will monitor and adjust based on data from School Climate and Culture Survey to be collected from all staff in pre-school week, mid-year and post planning. Discipline data will be monitored in Focus Analytics at the end at Progress Report and the end of each Nine Weeks. Attendance will be monitored through average daily attendance reported in Focus Analytics.

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

Our area of focus is to increase the proficiency and Learning Gains of Students with Disabilities, ELL, Black and Economically Disadvantaged ESSA components.

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

SWD subgroup dropped from 20% proficient in 21-22 to 19% proficient in 22-23. While this is only a 1% drop, this represents (if counted) the 4th year below 41% and the only ESSA subgroup to have 1 consecutive year below 32%. We will increase proficiency in all SWD ESSA components by 10% with additional 10% gain through focus on Learning Gains for each subgroup.

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

Focus area will be monitored through Read 180, classroom assessments, PM1, PM2 and district progress monitoring assessment for each subgroup's ESSA component.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

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

Differentiated and small group instruction. Incentivization of performance.

Explain the rationale for selecting this specific strategy.

Differentiated and small group instruction will better position teachers to capture daily learning gaps. ESSA subgroups will be identified in each competent of ESSA score and teachers will track these students progress while focusing on acquisition of content standards.

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

Tier 1 - Strong Evidence

No

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

Identify the actual students contributing to each component of ESSA and share these groups with teachers.

Carol Woelke (carol.woelke@yourcharlotteschools.net)

August 30th

Identified student groups will be incentivized through PBIS Incentives Team on PM1, PM2 and Critical district assessments.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

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

Our area of focus is to increase proficiency on the Statewide Science Assessment. In addition, we will focus on increasing the proficiency of our ELL and SWD subgroups Statewide Science Assessment outcomes.

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

Overall scores on State Science Assessment will increased from 43% proficient the previous year to 47% proficient on the 23-24 assessment. Students with Disabilities will increase in the Science component from 20% proficient to 30% proficient and ELL student will increase from 18% proficient to 28% proficient in 23-23.

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

Analysis of the weekly walkthrough form data will occur during CORE team meetings. Science proficiency data, Learning Gains, and Learning Gains for the lowest 25% will be monitored with adjustments made following District Formative Assessments, DRI, PM1 and PM2. ESE and ELL students in 8th grade science will be monitored on these same components.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

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

Backward planning and alignment of standards and instruction to improve the quality of tier one instruction with focus on small group, differentiated instruction.

Explain the rationale for selecting this specific strategy.

Increased collaboration (With Backward planning from standard and Alignment of instruction to standards) will provide all science teacher the opportunity to better align instructional plans to the true depth of knowledge of the standards. As there are typically trailing standards and gaps that exist from 6th and 7th grade standards, 8th grade teachers will need to differentiate which students need additional instruction on which standards and a be comfortable with small group strategies to address these gaps.

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

Tier 1 - Strong Evidence

No

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

Identify historically trailing 6th and 7th grade standards and establish reteaching opportunities within 8th grade curriculum.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

October 30th

Identify ELL and SWD student in 8th grade science. These student will be tracked and supported by Math Coach.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

Ongoing

In cooperation with the district pacing guide will be adjusted to created review time prior to the Statewide Science Assessment. Science teachers will use this extended review time to differentiate instruction to address trailing standards.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

March 30th 2024

ELL and SWD students will be incentivized for increased proficiency on PM1 and PM2 assessments.

Samuel Davis (samuel.davis@yourcharlotteschools.net)

August 22, 2023- Ongoing

Science Boot Camp prior to state Assessment will be pushed out by the eighth grade science team

Samuel Davis (samuel.davis@yourcharlotteschools.net)

April 2023

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

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively. SIP funds will be used to support Positive Culture Initiatives on campus.