

2010-2011 School Improvement Plan

School Name: Port Charlotte Middle School

Principal: Demetrius Revelas

SAC Chair: Robert Cooley

School District: Charlotte County Public Schools

Superintendent: Dr. Douglas Whittaker

Date of School Board Approval:

Vision and Mission:

By 2012, Port Charlotte Middle School will be able to provide a "campus culture" where students, parents, staff, teachers, administrators, and local businesses will work collaboratively for student success. Through the use of a rigorous and relevant curriculum across the disciplines, all students will be working on or above grade level in the areas of reading math, writing, and science. Mission Statement: We will enable all students to become successful and lifelong learners, by providing a variety of educational experiences in a safe and nurturing environment.

Student Achievement Data

Note: The following links will open in a separate browser window:

- School Grades Trend Data-**Appendix A**
- Adequate Yearly Progress (AYP) Trend Data-**Appendix B**
- Florida Comprehensive Assessment Test (FCAT) Trend Data-**Appendix C**

Employee/Staff Data

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal					

Principal	Demetrius Revelas	M.Ed. Educational Leadership; B.S. Communications	9	12	<p>2010 School Grade=A FCAT 67% of students met high standards in reading 75% of students met high standards in math 54% of students met high standards in science 93% of students met high standards in writing AYP= 61% of students met AYP in reading 70% of students met AYP in math (safe harbor designation) AYP was not attained by: Whites (reading), Blacks (reading and math), economically disadvantaged (reading and math), and students with disabilities (reading and math). It is important to note that safe harbor designation was achieved with economically disadvantaged students (math) and students with disabilities (math). 2009 School Grade= A FCAT= 71% of students meeting high standards in reading 72% of students meeting high standards in math 50% of students meeting high standards in science 96% of students meeting high standards in writing AYP=65% of students meeting AYP in reading 66% of students meeting AYP in math (failed to make AYP) AYP was not attained by: Blacks (reading and math), Students with Disabilities(reading and math), and Economically Disadvantages (reading and math).</p>
Asst Principal	John Leclair	M.Ed. Educational Leadership B.S. Elementary Education	1	7	<p>2010 School Grade=A FCAT 67% of students met high standards in reading 75% of students met high standards in math 54% of students met high standards in science 93% of students met high standards in writing AYP= 61% of students met AYP in reading 70% of students met AYP in math (safe harbor designation) AYP was not attained by: Whites (reading), Blacks (reading and math), economically disadvantaged (reading and math), and students with disabilities (reading and math). It is important to note that safe harbor designation was achieved with economically disadvantaged students (math) and students with disabilities (math). 2009 School Grade= A FCAT= 71% of students meeting high standards in reading 72% of students meeting high standards in math 50% of students meeting high standards in science 96% of students meeting high standards in writing AYP=65% of students meeting AYP in reading 66% of students meeting</p>

					AYP in math (failed to make AYP) AYP was not attained by: Blacks (reading and math), Students with Disabilities(reading and math), and Economically Disadvantages (reading and math).
Asst Principal	Dr. Michael Desjardins	Ed.D. Organizational Leadership Ed.S. Educational Leadership M.Ed. Secondary Social Science B.S. Secondary Social Studies	3	8	2010 School Grade=A FCAT 67% of students met high standards in reading 75% of students met high standards in math 54% of students met high standards in science 93% of students met high standards in writing AYP= 61% of students met AYP in reading 70% of students met AYP in math (safe harbor designation) AYP was not attained by: Whites (reading), Blacks (reading and math), economically disadvantaged (reading and math), and students with disabilities (reading and math). It is important to note that safe harbor designation was achieved with economically disadvantaged students (math) and students with disabilities (math). 2009 School Grade= A FCAT= 71% of students meeting high standards in reading 72% of students meeting high standards in math 50% of students meeting high standards in science 96% of students meeting high standards in writing AYP=65% of students meeting AYP in reading 66% of students meeting AYP in math (failed to make AYP) AYP was not attained by: Blacks (reading and math), Students with Disabilities(reading and math), and Economically Disadvantages (reading and math).

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 24%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (High

					Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
3	3. Regular meetings with new teachers by principal	Demetrius Revelas	2011-05-30 00:00:00.0	
2	2. Professional development seminars and PLC'S (Ruby Payne, Covey)	John Leclair (Assistant Principal), Chuck Bradley, Director of Professional Development	2011-05-30 00:00:00.0	
4	4. Bi-weekly grade level meetings	Team Leaders	2011-05-30 00:00:00.0	
6	6. Team time 3 mornings per week for shared planning	Department Chairs	2011-05-30 00:00:00.0	
1	1. Use the New Educator Training (NET) program to acclimate new teachers.	Fran Holleran, Professional Development Specialist	2011-05-30 00:00:00.0	
5	5. Mentor teachers for new teachers	Demetrius Revelas, Principal	2011-05-30 00:00:00.0	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or are NOT highly qualified:

Name	Certification	Teaching Assignment	Professional Development/ Support to become Highly Qualified
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Josephine Keating	Middle Grades Social Science	Gifted Social Studies	Mrs. Keating is currently working with Mary Leonard (Assistant Director of the Professional Development Academy) on the requirements to become gifted endorsed. Mrs. Keating is also working towards her gifted endorsement.
Graham Marshall	English	Gifted Language Arts	Mr. Marshall is currently working with Mary Leonard (Assistant Director of the Professional Development Academy) on the requirements to become gifted endorsed. Mr. Marshall is also working towards his gifted endorsement.
Maryann Colone	Educational Leadership, Elementary Education, Middle Grades Math	Life Science	Mr.s. Colone is currently awaiting the results of her middle grades science certification exam. Mrs. Colone has already spoken to our District Certification Specialist and is looking to complete the certification requirements by June 30, 2011.
Ramona Robinson	Elementary Education, Middle Grades Mathematics	Gifted Math	Ms. Robinson is currently working with Mary Leonard (Assistant Director of the Professional Development Academy) on the requirements to become gifted endorsed. Ms. Robinson is also working towards her gifted endorsement.
Betty-Jo Richards	Biology (6-12)	Physical Science	Mrs. Richards is currently working with Mary Leonard (Assistant Director of the Professional Development Academy) on the requirements to become highly qualified in 8th grade physical science.
Shelley Baust	Elementary Education, ESOL Certified, Middle Grades Integrated Curriculum, social science.	Gifted Language Arts	Ms. Baust is currently working with Mary Leonard (Assistant Director of the Professional Development Academy) on the requirements to become gifted endorsed. Ms. Baust is also working towards her gifted endorsement.
Kristin Faircloth	Middle Grades Math, Middle Grades Science	Physical Education	Mrs. Faircloth is working with Professional Development Specialist, and Petty Stoever, Certification Specialist. She is aware she needs to take and pass the PE K-12 certification exam.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

**When using percentages, include the number of teachers the percentage represents (e.g., 70%(35))*

Total Number of Instructional Staff	44
% of First Year Teachers*	0
% of Teachers with 1-5 Years of Experience*	35
% of Teachers with 6-14 Years of Experience*	17
% of Teachers with 15+ Years of Experience*	48
% of Teachers with Advanced Degrees*	42

% Highly Qualified*	85
% Reading Endorsed Teachers*	20
% National Board Certified Teachers*	8
% ESOL Endorsed*	85

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities:

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kristin Halaby	Erin O'Brien	Both individuals are staffed in the guidance position at PCMS. Ms. Halaby has demonstrated a high level of proficiency in her assigned position and has clinical educator training.	Weekly mentoring meetings which will include topics related to (but not limited to): student attendance, counseling, and master scheduling.

School Demographics

Brief History and Background of the School:

Port Charlotte Middle School is entering its 40th year serving the students and parents of Port Charlotte. The 2009-10 school year resulted in Port Charlotte Middle earning an "A" school performance grade from the State of Florida for the tenth straight year. The staff serves a student body that reflects the diversity found in the local community and mirrors the demographics of the State of Florida. The faculty is a nice mix of veteran and younger staff which provides an effective balance in the education of our students.

Unique School Strengths for the Next Year:

Research data indicates that the most important factor to student academic success is a high qualified instructor in the classroom. Unquestionably, the staff (teachers, administration, and support) of PCMS is the keystone of the success enjoyed by Port Charlotte Middle. The faculty is a highly professional group of educators who consistently take pride in their job performance. Further evidence of this unique strength is the continued commitment to excellence demonstrated by an instructional staffs who boast multiple personal professional awards directly based on a high level of academic performance (multiple teacher(s) of the year, multiple Nationally Board Certified Teachers). The strong internal push toward staff excellence has translated into AYP performance that has outpaced the state average. Additionally, the system of progress monitoring has proven to help provide proper mentoring for our students while stressing consistent student awareness of their academic progress. Every student in the school is assigned a teacher mentor who in turn tracks the progress of approximately 15-20 students. Throughout the year every student plans and tracks their academic success which includes academic grades, assessment data and social/personal goals.

Unique School Weaknesses for Next Year:

The academic success of Port Charlotte Middle School has been tempered by a high student mobility rate which adds a further challenge to achieving AYP status. During the 2009-10 school year, 265 students either entered or withdrew from Port Charlotte Middle School. This resulted in 68% of the student body having attended PCMS for the entire school year. Conversely the transient rate is currently at 32%. Additionally 68.76% of the student population is identified as economically disadvantaged. The School leadership team feels that the high number of economically disadvantaged students may add to further increases in student mobility due to the lack of competitive paying jobs in Charlotte County.

Student Demographics:

Student Demographics: Total School Enrollment= 786 White= 67% African American (Non-Hispanic) = 14.6% Asian/Pacific Islander= .02% American Indian= .027% Hispanic=12.7% Free and Reduced Lunch= 70%

Student Attendance Rates (3 years):

The average daily attendance during the 2007-08 school year was 93.19 The average daily attendance during the 2008-09 school year was 94.16 The average daily attendance during the 2009-10 school year was 93.68

Student Mobility (3 years):

The mobility rates (based upon the October and February FTE Survey periods) is as follows: 2007/08- 6.9% 2008/09-3.3% 2009/10-2.64%

Student Suspension Rates (3 years):

The In-School Suspension Rate and Out of School Suspension Rate for the last three years is as follows: 2007/08- 900 students resulted in 198 ISS events and 128 OSS events. 2008/09-840 students resulted in 210 ISS events and 132 OSS events. 2009/10- 802 students resulted in 662 ISS events and 225 OSS events.

Student Retention Rates (3 years):

2007/08- five retentions out of 900 students resulted in a retention rate of .005%. 2008/09- nineteen retentions out of 840 students resulted in a retention rate of 0.22% 2009/10- eight retentions out of 802 students resulted in a retention rate of .007%

Class Size:

2007/08-The average class size was 20.98 which is 1.02 students below the state requirement of 22 students per academic class. 2008/09-The average class size was 20.87 which is 1.11 students below the state requirement of 22 students per academic class. 2009/10-The average class size was 19.66 which is 2.34 students below the state requirement of 22 students per academic class.

Academic Performance of Feeder Pattern:

Port Charlotte Middle School has three primary elementary schools which are direct feeders to the incoming sixth grade class. The three feeder elementary schools are: Kingsway Elementary, Peace River Elementary and Neil Armstrong Elementary. The 2009-10 Academic performance of these feeders is as follows: Kingsway Elementary received an B grade with 87 % of students reaching high standards in reading and 86% of students reaching high standards in math. Peace River Elementary received an B grade with 72% of students reaching high standards in reading and 71% of students reaching high standards in math. Neil Armstrong Elementary received an A grade with 86% of students reaching high standards in reading and 88% of students reaching high standards in math.

Ancillary Program Information

Coordination and Integration - Title I Schools Only

Title I, Part A:	
Title I, Part C - Migrant:	
Title I, Part D:	
Title II:	
Title III:	
Title X - Homeless:	
Supplemental Academic Instruction (SAI):	
Violence Prevention Programs:	
Nutrition Programs:	
Housing Programs:	
Head Start:	
Adult Education:	
Career and Technical Education:	
Job Training:	
Other:	

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the School-based RtI Leadership Team:

Demetrius Revelas (Principal), Michael Desjardins/John Leclair (Assistant Principals), Kristin Halaby/ Erin O'Brien (Guidance Counselors), Pat Masters (Social Worker), Carol Robejsek (ESE Liaison), Kathy Blevins (School Resource Office), Barb Beimal (Dean of Students), Catheine Emery (School Psychologist), Erin McCormick/Pam Ping (Teachers).

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

1. The RTI Leadership Team meets every Tuesday to discuss students the academic and social/personal needs of struggling students. 2. The Leadership Team then determines additional strategies/support needed to improve each individualized area of concern. 3. If the area of concern is programmatic in nature, this area of concern if discussed amongst the faculty during our daily TEAM Time meetings which occur from 8:35-9:05am. 4. The RTI Team consists of a wide variety of staff members who are the key stakeholders in virtually every area of school operations. These areas include: ESE Department, Positive Behavior School Program, Guidance Department, School Psychological Services, Academic Incentive Program, etc. The RTI members were specifically picked so the team would have the ability to effectively coordinate the proper services for students regardless of the Tier Level of Intervention.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implmenting the Student Success Plan?

The RTI Leadership Team is blended with two members of the 2010-11 school improvement planning committee. The RTI Leadership team felt strongly that having committee members who had a critical role in developing the school improvement plan would help assist the planning and visioning of the RTI Leadership Team. The programs and interventions that are developed by the RTI Leadership team need to directly support the goals of the school. Blending two members of the school improvement plan committee onto the RTI Team effectively eliminates any unintentional deviation from school goals. The RTI Problem Solving Model is a fluid ongoing process which is intended to promote effective instruction in the classroom. One of the main tasks of the RTI Team is to provide ongoing guidance to support the academic and social goals of the school improvement plan for all students. The RTI Team uses ongoing communication and problem solving with the entire staff to insure that both plans (RTI and School Improvement Plan) are "living documents" that complement one another. Additionally, the Performing Partnership Council (PPC) meets on a month basis in a collaborative manner to discuss both the RTI and the School Improvement Plan.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior:

Progress Monitoring Baseline data includes: Online Performance Matters Assessments (based off of sunshine state standards in Math), Periodic District created Science Assessments for eighth grade students, Progress Monitoring and Reporting Network (PMRN), FCAT Writes Simulation, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Academic Progress Reports/Report Cards. Due to the wide variety of assessments which are currently in implementation, multiple data management systems are being utilized at this time (FOCUS, Performance Matters, and PMRN Database). Additional Data discussed includes: School-Wide Information System (SWISS Data/ attendance and discipline). It is important to note that students receive individualized progress monitoring checks during TAP Time (Terrier Action Plan) where their homeroom teacher mentors each student on a frequent basis to discuss academics, behavior issues and individualized goal setting.

Describe the plan to train staff on RtI:

The staff has received initial training regarding RTI which began during the 2009-10 school year and is continuing throughout the 2010-11 school year. The process for training the staff on RTI is as follows: 1. RTI presentation by Dr. Whittaker (Assistant Superintendent). 2. RTI Inservice training for the RTI Leadership Team. 3. RTI small group seminar for key school stakeholders (program planners and team leaders. 4. RTI staff training during school inservice week (August 2010). 5. RTI Information sessions with the school Performance Partnership Council (ongoing each month during the 2010-11 school year). 6. The staff will be engaging in RTI small group discussions throughout the school year during TEAM Time which occurs three times a week (from 8:35-9:05). During these TEAM Time meetings the RTI Leadership Coaches will be present to provide support for teachers discussing Tier I, II, III interventions.

Literacy Leadership Team (LLT)

School-based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT):

The school-based Literacy Leadership Team consists of Linda Bailey, Media Specialist; Chris Byrne, Math; Joann Higgins, Reading Program Planner; Ramona Robinsion, Math; Patrice Sanasac, Careers; Diana Yogus, Social Studies; Kristin Faircloth, Science; Tony Mastroianni, Technology; Danielle Mortimore, Language Arts; Vicky Kessel, Language Arts; and Vicki Martone, Choral Director.

Describe how the school-based LLT functions (e.g. meeting processes and roles/functions):

Co-chaired by the Media Specialist and Reading Program Planner, the LTT meets at least once a month. The purpose of these meetings is to establish reading programs and activities throughout the school year. A variety of roles by committee members include campus-wide decorations, working with the local media, and inviting guest readers in to the school.

What will be the major initiatives of the LTT this year?

The school's major initiatives will include the continuation of the Family Read Night program, Read Across Port Charlotte Middle School Week, and the campus-wide inter-disciplinary family night time event called, "Innovations - World's Fair"

For Schools with Grades 6 - 12

Describe the plan to ensure all teachers incorporate reading instruction in all classes:

A comprehensive plan to ensure that reading instruction is incorporated in all classes will include classroom walkthrough data, two-week lesson plans, and on-going assessments throughout the school year. This will include the implementation of a few school-wide reading activities across the curriculum with reading activities that involve students, parents, staff, and outside community readers.

Framework for Student Success

School:	Port Charlotte Middle School
Report Prepared By:	Demetrius Revelas
2009-10 Activities	

Who participated in the Teacher Support Team (TST)(include names and roles)?	Demetrius Revelas, Principal; Dr. Michael Desjardins, Assistant Principal, Darrell Milstead, Assistant Principal, Pat Masters, School Social Worker; Kristin Halaby, Guidance Counselor; Carole Kardy, ESE Liaison; Catherine Emery, School Psychologist; Mike Jennings, part-time as teacher representative
How many time did the TST meet (please include documentation)?	Approximately 25 meetings throughout the year. Verification through electronic attachments.
In which professional development activities did the TST participate (incude TST PLC activities)?	January 12th-Attended District-Wide Framework for Student Success PLC Preparation. Worked in whole group presentation of RTI and broke down in smaller groups at the school level for planning TST at the school site. February 24- attended second day of training with round-robin discussions and strategies and development of the Tier Process for Differentiated Instruction. April 22nd, returned to PDC and shared input on information and strategies on the incorporation of RTI process for the 2010-2011 school year. Had mini-presentations to other middle schools on strategies and areas of concern to roll out this initiative.
How many cases did the TST process and monitor?	The TST processed two cases. The group discussed and frequently monitored 120 students.
What strengths/successes did the TST achieve?	Our TST group became more focused at our weekly meetings on the process of RTI and how it should be incorporated in our weekly meetings. In addition, there was a greater sense of awareness on the importance of individual student data and the impact it has on each student. Strategies and tiers were identified and shared at our school site beginning with our PPC, then our team leaders (case managers), and a presentation to our entire staff. The TST group developed a more defined set of tiers to identify the needs of our targeted students.
What questions/gaps/needs still persist?	The TST group's biggest challenge will be the necessary time to successfully implement the process and communicate it effectively throughout the course of the school year. With the number of students identified on a yearly basis (i.e. 120 students this year), we will need to find an adequate amount of time during the school day to meet, discuss, implement, and receive feedback/status report on the identified needs of those students.
2010-11: Logistics	
Who will participate in the TST (include names and roles)?	Demetrius Revelas-Principal, Pat Masters-School Social Worker, Mike Desjardins-Assistant Principal, Barb Beimal-Dean of Students, Kristin Halaby-Guidance Counselor, Pam Ping - PBS Coordinator, Erin McCormick -TAG Science Teacher, Catherine Emery-School Psychologist, and Carol Robejsek - ESE Liaison. On a case-by-case situation, we may call in our School Nurse, Nancy Springstead.
When will the TST meet (approx. dates)?	We would be meeting approximately every Tuesday throughout the school year from 10:10 a.m. - 11:10 a.m.
Who is primarily responsible for leading the TST?	Pat Masters, our school social worker, will be leading the TST.

2010-11: Management Plan	
How will cases be managed (case managers)?	Case Managers will be a collaborative effort by a grade level/team leader along with an assigned member of the TST group.
How will support be provided for students?	Support for student needs will be addressed in a variety of ways. There will be academic progress monitoring in homerooms throughout the year by the teacher, counseling done at the assigned guidance counselor grade level, the school social worker may have frequent follow-up discussions with students at a prescribed time and place, students' academic teachers may have a discussion with the student, grade-level team leaders and the school's leadership team may have discussions with students in a one-one situation, small group session, and through parent-teacher conferences.
How will the TST connect with building level teams and faculty (communication, coordination, etc.)?	The assigned case managers from the TST Team will meet with Team Leaders 1-2 times per month during Team Time. This will also provide an opportunity to meet with the student's teachers to go over and review periodically student discipline and academic data.
What forms will be used, modified, or developed?	Our TST group will use the following forms: Conference Log, Cum Folder and Data Review sheet, Grade Analysis and Observation Form, Environmental/Functional Summary, Student Intervention Progress Monitoring Plan, Referral and Intervention Form, and a Referral to Administrative Review Team (ART) form.
How will minutes of TST meetings be taken?	Agendas will be provided a day before the scheduled TST meeting. Minutes will be taken by a designated TST member and will be shared with the support team as well as the child's teachers.
How will action plans be tracked?	Action plans will be reviewed periodically through our school's RTI folder located on the school information icon. Only PCMS staff members will be available to read the information that is provided.
How will parents be involved?	Parents will be involved on a case-by-case situation. Steps will also include follow up calls to parents inviting them to attend a parent-teacher conference meeting or a TST meeting. Data sheets will be provided to the parents.
2010-11: Framework for Student Success Implementation	
How will instruction be differentiated?	Differentiated instruction will include but not be limited to small group pull-out instruction, hands-on assignments, verbal/written/oral responses or presentations, one-on-one instruction with student-teacher, graphic organizers, breaking down projects in "smaller portions (potential rubric for student to follow), high/interested preferred activities and peer tutoring.
What interventions (Tier 2)/instructional strategies will be utilized?	Instruction will include but not be limited to technological tools/computer software programs, use of graphic organizers, audiotapes of literature textbook reading, increase the amount of practice time, increase use of visuals, graphs, and charts, provide supplemental reading material, use of reading partners, breakdown instruction in to smaller segments and provide increased feedback.

How will Tier 3 instruction be provided?	Tier 3 Instruction will include but not be limited to slower paced instruction with consistent follow up and feedback, continuously monitor student understanding, repetition in a variety of ways where memory skills need to be used, extend or adjust time for completion of assignments, and use graphic organizers with simplistic elements or ideas.
How will student progress be monitored and communicated to the TST?	Student progress will be monitored by all teachers. Students with academic or behavioral difficulties will be brought to the team leader at that grade level and will be presented to the TST team after a series of interventions and completion of forms take place. Subsequently, student assessment data and progress reports by teachers will be monitored and followed up by the TST.
2010-11: Professional Development Plan	
What professional development will be provided to the faculty regarding Problem Solving/Response to Intervention?	Assistance will be needed and requested for district site training to take place with follow-up sessions at our school site periodically throughout the 2010-2011 year.
What professional development will be provided the faculty regarding the function/access to/from the TST?	There will be on-going follow up and delivery of the TST method at our monthly Team Time meetings from 8:35 a.m. to 9:05 a.m. The TST will provide an overview of where data can be accessed and more information to the staff regarding the function of the TST program and the role it has with students and staff.
What professional development will be provided to the faculty regarding differentiated instruction?	A request that the district provide assistance in the professional development training regarding differentiated instruction.
What professional development will be provided to the faculty regarding use of student data?	The data mining team in conjunction with the TST will provide periodic updates with student-wide data. In the afternoon of November 2, at the school inservice day, there will be sessions in which staff will receive information regarding on-going assessments and data (discipline/academics).
How will Framework for Student Success (FSS) professional development be integrated with PLCs?	Throughout the 2010-11 school year, book study groups will be developed after school. One PLC group will read the book, Fair is not Always Equal - Assessing and Grading in the Differentiated Classroom. Additionally, teachers may take part in another PLC book study called, Framework for Understanding Poverty, with one more opportunity in a PLC book study called, 7 Habits of Highly Effective Teens. All three book studies would tie in to the Framework for Student Success and participants would incorporate what they learned from these book studies in to the daily strategies that could be implemented in the classroom.
How will FSS professional development be supported (including site coaching)?	The school site would like to have their assigned coach present at least once a month to provide support and feedback on the progress of our TST program in relationship to the Framework for Student Success model.

School-Wide Florida's Continuous Improvement Model (FCIM)

PLAN

What strengths and weaknesses were identified in the previous year's data by grade level, subject area, and clusters/strands?

Strengths:

Without a doubt, mathematics was a definite strength this past school year. Overall as a school, the percentage of students showing proficiency on math increased from 72% to 75%. Additionally, each grade level showed a decrease in the percentage of students who lacked proficiency in math. In particular, the percentage of 6th grade students who showed proficiency in math increased from 57% to 66%. Learning gains in math increased 14% points from 62% to 76%. A trend has developed over the last three years with the number of proficient mathematics students rising from the 6th to 8th grade. The percentage of students below grade level (non-proficient) for the 6th and 7th grade this past year (2009-10) was 34% and this number fell to 29% at the 8th grade level. Additionally, the cohort of 8th grade students who recently were promoted to high school fell from 41% (non-proficient) when they were sixth grade students (2008), to 29% (non-proficient) at the 8th grade level (2010). Based on benchmark data, Data Analysis and Probability was the strongest strand that PCMS students scored in math at a 63.25%. followed closely by algebraic thinking at a 63% rate. In the field of reading, comparison (cause and effect) was the strongest reading strand for all grades with 71.17% of students reaching a proficient level. In the area of science, the percentage of non-proficient students fell from 58% (2009) to 54% (2010). In fact, the number of non-proficient students is at the lowest level in the last three years.

Weaknesses:

The reading proficiency at PCMS failed to make AYP and actually decreased from the previous year. 71% of students were proficient in reading in the 2008-09 school year compared to 67% of student in the 2009-10 school year. Additionally, the percentage of students exhibiting learning gains slipped 14% from the previous year. The 7th and 8th grade students who scored below proficiency actually increased an average of 6%. A trend has developed over the last three years with the number of non-proficient reading students rising from the 6th to 8th grade. The percentage of students reading below grade level for the 6th and 7th grade this past year (2009-10) was 35% and this number rose to 51% at the 8th grade level. Additionally, the cohort of 8th grade students who recently were promoted to high school rose from 35% when they were sixth grade students (2008), to 51% at the 8th grade level (2010). Based on FCAT benchmark data, reference and research was the reading strand that students found most difficult with 60.57% of students reaching proficiency level. FCAT Math Data indicated that measurement (57%) and Geometry/Spatial Sense (59%) were the strands that PCMS students found to be challenging.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The process for developing, implementing and monitoring an instructional calendar is coordinated on a weekly/monthly basis with the program planners and grade level team leaders (reading, math, language arts, science and exploratory). This process includes the use of current achievement data and is aligned to the sunshine state power standards as identified by the district office of instruction and assessment. The school-wide calendar includes testing windows for Charlotte Writes, FAIR Testing (Reading), Performance Matters Math Formative Assessments, and District Science Formative Assessments (grade 8). It is important to note that the overall assessment calendar is developed by district level Curriculum Specialists and the schools are given the flexibility of implementation.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Based on FCAT benchmark data, reference and research was the reading strand that students found most difficult with 60.57% of students reaching proficiency level. FCAT Math Data indicated that measurement (57%) and Geometry/Spatial Sense (59%) were the strands that PCMS students found to be challenging. These instructional benchmarks will be given priority focus in our core academic classes as well as supplemental instruction during communications class (exploratory).

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Low class sizes coupled with effective curriculum development and dialogue during weekly TEAM Time meeting help ensure that the individual student is the focus of all instructional decisions. One particular instructional focus of instruction at Port Charlotte Middle School is the use of differentiated instruction in all classrooms. Additionally, we are incorporating the RTI Framework within our school culture with the emphasis of analyzing the individual student and tailoring instruction based on how that student is progressing when compared to the class mean performance level. Teachers also utilize Performance Matters (data analysis computer based program) to analyze assessment data and FCAT data to tailor differentiated instruction addressing each student's needs in the areas of reading and math. More specifically, this strategy allows teachers the ability to identify the specific benchmarks where students are struggling. Content area teacher then meet on a minimum of three mornings each week to discuss lesson planning focused on areas of deficiency. A new addition to monthly department meetings will be a monthly visit from the district Curriculum and Instructional Personnel. These individuals will be able to provide much needed guidance on how to teach to students needs and still meet necessary state requirements with regards to curriculum and instruction.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

All eighth grade students participate in career education through their elective classes which include interactive stem lab modules that allow students to begin to narrow their areas of interest so they are able to make informed choices with regards to their high school career pathways. Teachers utilize the rigor and relevance framework for lesson planning to ensure that cross-curricular activities help the students to see relationships between subjects and provide relevance to their future. All subject area teachers will participate in a year long cross curricular research project (Innovation and Inventions) which ties in benchmarks from all subject areas.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

All 8th grade students take career education through a specific career education class or through one of their elective classes (ART, PE, Band and Chorus). During these classes, students complete surveys to find a career that compliments their academic abilities and personal preferences (state provided Career Cruiser packet). These students also complete an electronic personal education plan (EPEP) in which they select the most advantageous courses for their high school career. Additionally, the local high schools provide support by sitting with each student in a small group setting to discuss the realities of high school life and high school course selection. Finally, students attend a mid-day Terrier Action Plan (TAP)/homeroom period to meet with their academic advisor. Goal setting, reviewing test data and mentoring are conducted during this period.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The staff holds a firm belief that communication (vertical and horizontal) is the key to effective lesson plan design and implementation. The staff is able to meet on a weekly basis during "TEAM TIME" to discuss student issues as well as discuss lesson planning and curriculum. Additionally, teachers meet monthly as both grade level teams and subject area departments to align the curriculum to the district essential learnings (power benchmarks). Curriculum alignment is supervised by the department head for each academic standard with the assistance of the district program specialist. Each subject is also supervised by a member of the administrative team who provides guidance and advice on a multitude of curricular issues.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and designed with the assistance of individual teachers, department collaboration and district input/involvement. The instructional focus of the school is partly determined by looking at FCAT Trend data to determine the areas of strengths and weaknesses. Once the instructional focus is determined, instructional focus lessons are developed during subject area Professional Learning Community meetings (both formal and informal) and delivered to teachers throughout the year. Instructional focus lessons are also devised during professional development opportunities such as "Curriculum Mapping" and "Data Mining".

How will instructional focus lessons be revised and monitored?

The instructional focus lessons are revised and monitored with the assistance of benchmark assessments which are given to students periodically throughout the school year. Assessment data is analyzed to determine which benchmarks need to be addressed in a more thorough fashion. Lessons will be revised and monitored during common morning planning time. Instructional focus lessons are also monitored by individual teachers through the use of common mini-assessments which come in many shapes/formats (such as FCAT mini science labs).

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention:

The instructional staff utilizes a wide variety of school/district formative assessments in writing (Charlotte Writes), reading (FAIR Testing), science (District Benchmark Assessment) and math (Performance Matters Benchmark Assessments). Information gleaned from these formative assessments provides the specific strands of weakness where teachers can plan intensive instruction and interventions.

How are assessments used to identify students reaching mastery and those not reaching mastery?

The philosophy that all students learn at a different pace is embedded into our instructional philosophy. Teachers use the assessment data to plan tiered lessons which allow for different learning paths for each student. Consequently, students are able to be assessed in a variety of ways instead of the traditional one size fits all instructional delivery model.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The leadership and data mining teams meet monthly/quarterly to discuss the results of the formative assessments. If needed changes are made to adjust the instructional focus to meet student needs. This includes the need to provide rigor within the curriculum. Students at or above mastery receive opportunities to enhance or enrich skills by project activities and hands-on activities to reinforce skills.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement:

Teacher teams meet two to three times a week during TEAM Time to discuss progress monitoring data. These discussions include how to develop lessons to reach the needs of individual students as well as develop lessons which can be shared by their colleagues (informal lesson study). Departments meet monthly to discuss instructional modifications that are identified after reviewing progress monitoring data. Additionally, PCMS has a "data mining team" which meets quarterly to identify areas for improvement. Data analysis includes on-going assessment data as well as FCAT scores from previous school years (trend data).

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process:

The administrative teams meet on a daily basis to discuss a wide variety of issues pertaining to their roles as instructional leaders. A key component of these daily discussions revolves around the ever changing master schedule. It is the firm belief that an effective master schedule requires the right teachers in the right spots with the underlining theme being that student needs drive the creation of the master schedule. The principal and leadership team formally meet on a weekly basis or informally when necessary, to discuss assessment results and student progress. The leadership team also conducts a daily classroom walkthroughs which target instructional best practices. Data from these walkthroughs are provided to staff during professional development days. Staff members are asked to reflect on the data and discuss the implications of their analysis (reflective learning).

ACT

Supplemental and Intensive Instruction/Intervention

Identify the core, supplemental, and intensive instruction and interventions:

All students participate in our Progress Monitoring Program which provides a daily mentor who focus is to build meaningful relationships and discuss ways to improve academic success. Students who participate in supplemental reading classes have been provided an additional teacher aide to help provide support with independent reading assignments.. Selected students are also provided extra one-on-one assistance in the highly successful credit recovery program. It is important to note that supplemental instruction and interventions are created and removed throughout the year as the need arises. Areas of need are determined with the assistance of teacher input and assessment data.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

For level one and level two reading students, supplemental instruction is scheduled as single or double block courses according to the level of mastery based on FCAT reading test results.. On a school wide level, teachers also alternate assessments for students who may have mastered the concept(s) but may need a different avenue to show their mastery (portfolio assessment rather than a end of the chapter test).

How does the school identify staff's professional development needs to improve their instructional strategies?

A staff survey is given at the end of the school year to identify the areas of need for professional development. Professional development is also driven by student performance on the Math and Reading FCAT. Professional development activities are targeted to address areas of need based off of student performance and teacher request. For instance, there has been some discussion by staff for the need to learn more about alternative assessments and the socioeconomic factors which affect student learning. Based off of these specific staff professional development needs, the PCMS leadership team is facilitating PLC book studies which allow professional dialogue and learning.

Which students will be targeted for supplemental and intensive instruction/interventions?

Student performance on the previous years FCAT is the primary factor in targeting supplemental and intensive instruction/interventions. The leadership team will utilize FCAT Reading and Math data to identify the bottom 25% of student performance scores. The lowest 25% of students (including students in deficient AYP subgroups) in reading and math are identified as the target population. However, student academic performance and assessment results are also factors which drive the need for supplemental services.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of the interventions will be measured through student meetings with their academic mentor during the TAP period to review goals and the growth of benchmark assessment data. The effectiveness of the interventions will also be ascertained through departmental and grade level curriculum discussions which occur on a weekly basis.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities:

Differentiated instruction is the preferred instructional delivery plan implemented at Port Charlotte Middle School for all students. It is the belief that all students (regardless of the class) learn at different levels and should therefore be taught with a tiered instructional delivery model. Additionally, the Talented and Gifted (TAG) program classes are scheduled for students who achieve the necessary high benchmark test scores for admittance. The curriculum in these classes is developed by a district based curriculum group. Generally the curriculum in these classes is one grade level ahead of their current grade student peers. Multiple high school level courses are offered for eligible 8th grade students which afford students to earn up to three high school credits during their 8th grade year (Integrated Science, Algebra and Spanish).

Describe how students are identified for enrichment strategies:

FCAT Scores combined with core academic grade point average data are the primary instruments which are used to identify students for enrichment placement or activities. However as the school year progresses, teacher recommendation also plays a key role in determining which students could benefit from enrichment within their classroom. Gifted students are identified for the TAG program through achieving gifted status on a published intelligence test.

NCLB Public School Choice

The following documents must be attached:

- Notification of School in Need of Improvement (SINI) Status- **Appendix D**
- Public School Choice with Transportation (CWT) Notification- **Not Available**
- Supplemental Educational Services (SES) Notification- **Not Available**

Elementary Title I Schools Only Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Postsecondary Transition - High Schools Only

Note: The following is required for High School - Sec. 1108.37(4), F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report:

Expected Improvements

Please refer to questions below to guide your responses when completing the goal charts for each area. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem Solving Process

- What percentage of students achieved proficiency?
- What was the percent increase or decrease of students achieving proficiency?
- What are the anticipated barriers to increasing the percentage of students achieving proficiency?
- What strategies will be implemented to provide enrichment to students achieving proficiency?

- What percentage of students achieved learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

- What percentage of students in the lowest 25% achieved learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?

- List the student subgroups that did not meet AYP targets.
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?

- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase and maintain proficiency for these clusters/strands?

- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/students; teacher/administrator?

- How will the Problem Solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem Solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem Solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

Reading Goals

*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

READING	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency in reading	Reading Goal #1: 2010 Current level of Performance: *61% (489) 2011 Expected level of performance: *71% (563)				
1	Student interest and motivation in reading	Implementation of academic incentive programs (A.I.M Program) and school wide use of Accelerated Reader.	Mr. Revelas (principal), Ms. Ashley Monier (Language Arts Program Planner and Mrs. Linda Bailey (media specialist)	The guidance department will develop a incentive based reward system for students who show growth in reading during the school year. The media specialist will spearhead an effort to promote reading through the use of the Accelerated Reader Program. It is our goal to have 70% of the student population participating in the accelerated reader program during the 2010-11 school year.	FCAT score results, AIM Program survey, and data indicating 70% participation rate in the Accelerated Reader Program.
2. Students achieving Learning Gains in reading	Reading Goal #2: 2010 Current level of Performance: *60 (481) 2011 Expected level of performance: *70 (555)				
	Integration of reading strategies in	Providing teachers with updated student reading assessment data	Mr. Revelas (principal) and Ms.	Teachers will be provided updated student reading data with the use of FAIR and other district assessments. During TEAM Time (three	FCAT Reading results and

1	reading strategies in the core academic subjects	(FAIR) and techniques for teaching students how to become effective readers.	Ashley Monier (Language Arts Program Planner)	times a week) core teachers will collaborate regarding best practices they can use to address student reading deficiencies.	results and state assessment results (FAIR)
3. Students achieving within Lowest 25% in reading					
Reading Goal #3: <u>2010 Current level of Performance:</u> *59 (473) <u>2011 Expected level of performance:</u> *70 (555)					
1	Instructional support needed for reading teachers throughout the school day.	Inclusion of paraprofessionals specifically tied to a reading teacher who will supply targeted support to students (as directed by the reading teacher).	Mr. John Leclair	Mr. Leclair will develop a schedule to pair each instructional aide with a specific reading teacher. It will be the role of the aide to provide supplemental support in the reading class throughout the academic day. More specifically, the aides will be providing guidance during the independent reading portion of the READ 180 Program	Reading FCAT Results
4. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading					
Reading Goal #4: <u>2010 Current level of Performance:</u> *64 <u>2011 Expected level of performance:</u> * 71					
Subgroup: White					
1	Parental Involvement and Participation	Increase parental involvement through school and teacher communication regarding the individual student's academic progress (targeting AYP	All Teachers, Guidance, and the school leadership team.	Orientation Night, parent conferences, progress reports, report cards, and automated phone calls.	Progress reports, report cards, assessment results and FCAT data.

		subgroups)			
2	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, FAIR Testing and FCAT Reading Data Results.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
3	Student's understanding of their role pertaining to academic success.	Daily progress monitoring mentoring sessions.	Dr. Michael Desjardins	The leadership team will create the TAP monitoring folders which include: short term/long term goal setting, academic goal setting, FCAT Chats, progress report/ report card chats, and credit checks. TAP Teachers will individually meet with every student in their homeroom (small group setting) regarding their academic progress including strategies to improve performance.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
4a. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading		Reading Goal #4a: <u>2010 Current level of Performance:*57</u> <u>2011 Expected level of performance:*72</u> Subgroup:Black			

1	Student's understanding of their role pertaining to academic success.	Daily progress monitoring mentoring sessions.	Dr. Michael Desjardins	The leadership team will create the TAP monitoring folders which include: short term/long term goal setting, academic goal setting, FCAT Chats, progress report/ report card chats, and credit checks. TAP Teachers will individually meet with every student in their homeroom (small group setting) regarding their academic progress including strategies to improve performance.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
2	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, FAIR Testing and FCAT Reading Data Results.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
3	Increase parental involvement through school and teacher communication regarding the individual student's academic progress (targeting AYP subgroups)	Increase parental involvement through school and teacher communication regarding the individual student's academic progress (targeting AYP subgroups)	All Teachers, Guidance, and the school leadership team.	Orientation Night, parent conferences, progress reports, report cards, and automated phone calls.	Progress reports, report cards, assessment results and FCAT data.

4b. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading	Reading Goal #4b: 2010 Current level of Performance:*57 (457) 2011 Expected level of performance:*72				
	Subgroup: Economically Disadvantaged				
1	Parental Involvement and Participation	Increase parental involvement through school and teacher communication regarding the individual student's academic progress (targeting AYP subgroups)	All Teachers, Guidance, and the school leadership team.	Orientation Night, parent conferences, progress reports, report cards, and automated phone calls.	Progress reports, report cards, assessment results and FCAT data.
2	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, FAIR Testing and FCAT Reading Data Results.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
3	Student's understanding of their role pertaining to academic success.	Daily progress monitoring mentoring sessions.	Dr. Michael Desjardins	The leadership team will create the TAP monitoring folders which include: short term/long term goal setting, academic goal setting, FCAT Chats, progress report/ report card chats, and credit checks. TAP Teachers will individually meet with every student in their homeroom (small group setting) regarding their academic	Progress reports, report cards, TAP progress monitoring folders and FCAT data.

				progress including strategies to improve performance.	
4	Staff understanding and knowledge of the socio-economic factors which affect low income families.	After school PLC reading and reflecting on the book "A Framework for Understanding Poverty" by Ruby Payne,	Dr. Michael Desjardins	During the last Thursday of every month, a cohort of eight staff members will participate in a book study which analyzes the factors which can contribute to low performance of low income students.	Staff feedback pertaining to the relevancy of the PLC.
4c. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading		Reading Goal #4c: <u>2010 Current level of Performance:*42</u> <u>2011 Expected level of performance:*60</u> Subgroup: Students with Disabilities			
1	Student's understanding of their role pertaining to academic success.	Daily progress monitoring mentoring sessions.	Dr. Michael Desjardins	The leadership team will create the TAP monitoring folders which include: short term/long term goal setting, academic goal setting, FCAT Chats, progress report/ report card chats, and credit checks. TAP Teachers will individually meet with every student in their homeroom (small group setting) regarding their academic progress including strategies to improve performance.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.

2	Parental Involvement and Participation	Increase parental involvement through school and teacher communication regarding the individual student's academic progress (targeting AYP subgroups)	All Teachers, Guidance, and the school leadership team.	Orientation Night, parent conferences, progress reports, report cards, and automated phone calls.	Progress reports, report cards, assessment results and FCAT data.
3	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, FAIR Testing and FCAT Reading Data Results.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
4	Students with disabilities placed in the appropriate academic setting	Creation of a master schedule which allows flexibility to accommodate the needs of all ESE students.	Dr. Michael Desjardins	With consultation from the District ESE Office and the school ESE Liaison, the master schedule will be created to allow great flexibility for the wide array of learning disabilities found within our ESE student population. These classes include: Transitional, Functional, VE, conversion and regular education settings	Progress reports, report cards, and FCAT reading data.

4d. Student subgroups not achieving Adequate Yearly Progress (AYP) in reading

Reading Goal #4d: 2010 Current level of Performance:*

2011 Expected level of performance:*

Subgroup:

Math Goals

*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

MATHEMATICS	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
1. Students achieving proficiency in math	Math Goal #1: <u>2010 Current level of Performance:*70 (601)</u> <u>2011 Expected level of performance:*81 (633)</u>				
1	Due to class size amendment restrictions and a decreased instructional staff, both math remediation classes were removed from the master schedule.	Rework the curriculum within the 6th and 7th grade communications classes to include math remediation and enrichment.	John Leclair (assistant principal)	Under the supervision of Mr. Leclair, the communications teachers will articulate on a monthly basis with the 6th /7th grade math teachers. These articulations will provide the areas of math where students are lacking. Communication teachers will then target their in-class instruction to address the "deficiencies".	FCAT Math results for student participating 6th and 7th grade communication classes.
2. Students achieving Learning Gains in math	Math Goal #2: <u>2010 Current level of Performance:*77 (617)</u> <u>2011 Expected level of performance:*81 (633)</u>				
	The effective use of math assessment	Math department meeting will undertake a dramatic change this year. Meetings will be focused on curriculum and analysis instead of procedural	Diana Schmitt (math	Students will be engaging in two district math assessments. Data from both baselines will be used for analysis purposes.	Student performance on district math

1	data to drive curriculum and instruction.	items/tasks. Math teachers will collaborate at department meetings to analyze trend data and develop appropriate lessons to meet the areas where math deficiencies exist.	Diane Schmitt (math program planner)	Additionally, teachers will implement their own mini-assessments to gauge student proficiencies in the lessons they are teaching.	math assessments and 2011 FCAT math results.
3. Students achieving within Lowest 25% in math					
Math Goal #3: <u>2010 Current level of Performance:*76 (615)</u> <u>2011 Expected level of performance:*81 (633)</u>					
1	The effectiveness of teachers providing tiered instruction in their math classes.	The development and implementation of tiered math classes within the master schedule (VE math, conversion math, regular grade level math and advanced math courses). Additionally, the need to provide differentiated instruction within those specialized math courses.	Dr. Michael Desjardins	Creation of a master schedule which incorporates courses which reflect the learning needs of the student population (including the lowest 25%. Increased use of tiered instruction to be monitored with the use of classroom walkthroughs.	Student performance on district assessments and FCAT Math.
4. Student subgroups not achieving Adequate Yearly Progress (AYP) in math					
Math Goal #4: <u>2010 Current level of Performance:*54 (433)</u> <u>2011 Expected level of performance:*69</u>					
Subgroup:Black					
1	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte	Progress reports, report cards, TAP progress monitoring folders and

		FCAT performance information.		Writes, District Math Assessments, FAIR Testing and District Science Assessments.	FCAT data.
1	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, District Math Assessments, FAIR Testing and District Science Assessments.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
1	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, District Math Assessments, FAIR Testing and District Science Assessments.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
4a. Student subgroups not achieving Adequate Yearly Progress (AYP) in math		Math Goal #4a: <u>2010 Current level of Performance:*65</u> <u>2011 Expected level of performance:* 82</u> Subgroup: Economically Disadvantaged			

1	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, District Math Assessments, FAIR Testing and District Science Assessments.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
2	Student understanding of their role pertaining to academic success.	Daily progress monitoring mentoring sessions.	Dr. Michael Desjardins	The leadership team will create the TAP monitoring folders which include: short term/long term goal setting, academic goal setting, FCAT Chats, progress report/ report card chats, and credit checks. TAP Teachers will individually meet with every student in their homeroom (small group setting) regarding their academic progress including strategies to improve performance.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
4b. Student subgroups not achieving Adequate Yearly Progress (AYP) in math		Math Goal #4b: <u>2010 Current level of Performance:*47</u> <u>2011 Expected level of performance:*65</u> Subgroup: Students with Disabilities			

1	Staff understanding of AYP and the proficiency level of their target population(s).	Data mining presentation to the staff regarding AYP categories and how they can access individual student FCAT performance information.	Dr. Michael Desjardins	Teachers will need to learn how to access and use information in performance matters and data in the PCM Information Icon. This includes assessment data from Charlotte Writes, District Math Assessments, FAIR Testing and District Science Assessments.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.
2	Student understanding of their role pertaining to academic success.	Daily progress monitoring mentoring sessions.	Dr. Michael Desjardins	The leadership team will create the TAP monitoring folders which include: short term/long term goal setting, academic goal setting, FCAT Chats, progress report/ report card chats, and credit checks. TAP Teachers will individually meet with every student in their homeroom (small group setting) regarding their academic progress including strategies to improve performance.	Progress reports, report cards, TAP progress monitoring folders and FCAT data.

<p>4c. Student subgroups not achieving Adequate Yearly Progress (AYP) in math</p>	<p>Math Goal #4c: <u>2010 Current level of Performance:*</u> <u>2011 Expected level of performance:*</u> Subgroup:</p>
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4d. Student subgroups not achieving Adequate Yearly Progress (AYP) in math

Math Goal #4d: 2010 Current level of Performance:*

2011 Expected level of performance:*

Subgroup:

Science Goals

*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

SCIENCE	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency in science	Science Goal #1: 2010 Current level of Performance:*54 (433) 2011 Expected level of performance:*58 (459)				
1	Lack of inquiry based science curriculum (hands on lab instruction).	Student centered learning, inquiry based curriculum. Classroom E-4 will be a dedicated science lab where grade level teachers will collaborate to set-up science labs which can be used on a weekly basis. Additionally, the increased use of FCAT mini-labs as well as the monthly use of the STEM Lab. These new ideas will increase the opportunity for inquiry based/hands-on learning.	Mrs. Richards (science department leader) and Michael Desjardins (administrator supervising the science department)	Science Department will meet on weekly basis with two meetings set aside (per month) for curriculum sharing of best practices related to inquiry based learning. District science C&I will be present at one monthly department meeting to assist with any instructional issues.	Progress monitoring pre and post tests, FCAT scores.

Writing Goals

*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

WRITING	Problem Solving Process to Increase Student Achievement				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency in writing	Writing Goal #1: 2010 Current level of Performance: *93 (279) 2011 Expected level of performance: *93 (238)				
1	Insufficient student data available to analyze individual strengths and weaknesses.	Students need to have time to practice assessment writing prior to FCAT Writes. Formal writing assessments will be provided to all students during semester one and semester two. Data gleaned from these assessments will be used to assist effective instruction.	Ashley Monier	Students at all grade levels will be provided multiple writing assessments in a formal setting prior to FCAT Writes. Students will then be provided with their writing results which will include information to improve their product before the next assessment (this will include sample papers which exhibit qualities of level 4-6 papers).	1. Progress Data from Charlotte Writes Baseline1 and Baseline 2. 2. FCAT Writes Scores for the 8th grade students.
2. Students achieving Learning Gains in writing	Writing Goal #2: 2010 Current level of Performance: * 2011 Expected level of performance: *				

Technology Goals

No Child Left Behind, Title II, Part D legislation's goals are to improve students' academic performance through the use of technology and assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes 8th grade regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.

**When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

TECHNOLOGY	Process to Increase Teacher Technology Literacy				
Based on the analysis of the Student Tool for Technology Literacy (ST ² L) data reference to "Guiding Questions", identify and define areas in need of improvement for the following groups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency in technology	Technology Goal #1: <u>2010 Current level of Performance:*</u> <u>2011 Expected level of performance:*</u>				

No Child Left Behind (NCLB) legislation emphasizes the importance of leveraging the power of technology in all areas of K-12 education, from reading to science to special education. As a result, education leaders at the state and local levels are expected to develop plans that effectively employ technology to enhance learning and increase student achievement. Accurate, up-to-date information about using technology to improve curriculum, assessment, and teaching is vital to inform education leaders as they plan their NCLB programs.

**When using percentages, include the number of teachers the percentage represents (e.g., 70%(35)).*

TECHNOLOGY	Process to Increase Teacher Technology Literacy				
Based on the analysis of the Florida Innovates Technology Resource survey data reference to "Guiding Questions", identify and define areas in need of improvement for the following groups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Assessing technology utilization in schools	Technology Goal #2: <u>2010 Current level of Performance:*</u> <u>2011 Expected level of performance:*</u>				

To meet the No Child Left Behind goal for full integration of technology into the curriculum provides guidelines for basic skills for teacher technology proficiency. The State of Florida has developed a tool to assist teachers in measuring their proficiency and identifying the technology skills that their Professional Development plan should focus on.

**When using percentages, include the number of teachers the percentage represents (e.g., 70%(35)).*

TECHNOLOGY	Process to Increase Teacher Technology Literacy				
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Based on the analysis of the Inventory of Teacher Technology Skills data reference to "Guiding Questions", identify and define areas in need of improvement for the following groups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Teachers achieving proficiency in technology	Technology Goal #3: <u>2010 Current level of Performance:*</u> <u>2011 Expected level of performance:*</u>				

Attendance Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem Solving Process

- Describe the attendance rate for previous school year.
- What are the anticipated barriers to increasing the attendance rate?
- What strategies and interventions will be utilized to increase the attendance rate for the coming school year?

*When using percentages, include the number of students the percentage represents (e.g., 70%(35)).

ATTENDANCE	Problem Solving Process to Increase Student Attendance				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation T
1. Attendance Goal	Attendance Goal #1: 2010 Current level of attendance: *92.16% (754) 2011 Expected level of attendance: *94% (762)				
1	The student population of PCMS consists of a highly transient student body. During the 2009-10 school year, approximately 120 student withdrew at some point and a similar number of students enrolled at PCMS. Constant transition typically pushes up the number of excused	Dr. Desjardins has implemented a streamlined attendance plan for the 2010-11 school year which includes a collaborative effort to identify all students who show a pattern of non-attendance. This plan requires the school guidance counselors to meet with every student who reaches at least 5 days of absences each semester (this includes parental contact). Students who continue to	Dr. Michael Desjardins- Assistant Principal Kristin Halaby- Guidance Counselor Erin O'Brien- Guidance Counselor Pat Masters- School Social Worker	During the weekly child support team meetings, the school guidance counselors and social workers will present general attendance rates/patterns. Additionally the TST team will target individual students to determine the proper course of action based on the individual student (and their situation)	District focus attendance/d report which indicate progress toward attendance goal rate of 94%. This report will also provide individual grade level attend

	<p>number of excused and unexcused absences which conversely lowers the average daily attendance rate.</p>	<p>exhibit a pattern of nonattendance will be referred to the TST Team where Tier Two/Three interventions may be required (additional parent conferences, social worker home visits, and possible recommendation for Truancy Court).</p>		<p>(and their situation). Progress will be determined on a school wide level (overall attendance rates) and individual level.</p>	<p>level attendance rates.</p>
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Suspension Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem Solving Process

- Describe the suspension rate for the previous school year.
- What are the anticipated barriers to decreasing the suspension rate?
- What strategies and interventions will be utilized to decrease the suspension rate for the upcoming school year?

**When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

SUSPENSION	Problem Solving Process to Reduce the Suspension Rate				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Goal	Suspension Goal #1: <u>2010 Current level of suspension:*</u> <u>2011 Expected level of suspension:*</u>				
1	Possible high numbers of internal and external suspensions due to violations in the CCPS Code of Student Conduct	The implementation of positive interventions, positive programs, and student reward systems which include: Terrier Pride Program (formerly PBS), AIM Program (academic incentive money), Consultation Forms (system which provides parental phone calls regarding student behavior which replaces standard detentions), and the implementation of 7 Habits of Highly	Administrative Team (Mr. Revelas, Mr. Leclair, Mike Desjardins and Barb Beimal)	Student discipline follows the school step plan (which allows for increased parental notification rather than discipline referrals). All referrals will be vetted by a member of the administrative team who will make the determination on potential internal/external suspensions. The implementation of the positive	Data analysis of final end of the year discipline reports.

	<p>Effective Teens (Be proactive, think win-win). Additionally the use of other "discipline programs" such as: OSSA Classes, SOS Program and additional counseling for at-risk students.</p>		<p>intervention programs should lower the number of discipline referrals as social norming will reinforce positive behaviors.</p>	
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Drop Out Prevention Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem Solving Process

- Describe the drop out rate for the previous school year.
- What are the anticipated barriers to decreasing the drop out rate?
- What strategies and interventions will be utilized to decrease the drop out rate for the upcoming school year?

Based on the analysis of drop out data, and reference to the "Guiding Questions" above, identify and define areas in need of improvement:

**When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

DROP OUT PREVENTION	Problem Solving Process to Reduce the Drop Out Rate				
Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Drop Out Prevention Goal	Drop Out Prevention Goal #1: <u>2010 Current drop out rate:*</u> <u>2011 Expected drop out rate:*</u>				
1	Attendance/Discipline	Tackling the discipline and attendance issues of our at-risk dropout students is the responsibility of the TST team. The TST team is comprised of members of the administrative team, instructional staff and	Principal, Assistant Principals, Social Worker, School Psychologist, Guidance Counselors, School	Weekly TST meetings (every Tuesday at 10am-11:30am)	Comparison of 2009-10 and 2010-11 attendance and

		<p>support staff. All at-risk students who are exhibiting attendance and discipline issues are analyzed on an individual basis with the proper interventions imposed.</p>	<p>SCHOOL Resource Officers and classroom teacher representative.</p>		<p>discipline rates.</p>
<p>2</p>	<p>Lack of Quality Academic Credits</p>	<p>Implementation of a school wide credit recovery program (during school and after school credit retrieval classes using computer based credit recovery programs). Implementation of a school based progress monitoring system which is designed to provide every "at-risk" student with a teacher mentor (reviews credits, goal setting, etc).</p>	<p>Dr. Michael Desjardins</p>	<p>Daily communication/meetings with credit retrieval teachers to chart student progress and change course if needed</p>	<p>End of the year credit retrieval data report and district retention reports.</p>

Additional Goals

**When using percentages, include the number of students the percentage represents (e.g., 70%(35)).*

ADDITIONAL GOALS	Problem Solving Process to Reduce the Suspension Rate				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of FCAT data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following groups (1-4):</p>	<p>1. Data/Information indicating need:</p>				

Big Rock Plan

"Big Rock" Strategy Name: **Next Generation Student Success**

Three to Five Year "End in Mind" Vision Statement:

Sustained student success will be realized through a multifaceted approach which includes: the renovation of facilities, implementation of the seven habits training for students/staff and improved communication between district communities. This approach will enhance the twenty-first century education already enjoyed by the students at Port Charlotte Middle School.

Resources Needed to Realize Vision:

Human Resources	1. Seven Habits Training for 70% of all staff members 2. Technological training for staff during the school year 3. Implementation of PLC's for staff (Poverty in education, 7 Habits for Highly Effective Teens and Standards Based Grading Practices). This allows teachers to voluntarily engage in a book study of their choice (for professional development paid for with Title II dollars).
Physical Resources	1. Enhance the exterior of the school (new electronic marquee, new landscaping, and new exterior wood fencing). 2. Enhance the interior of the school (new tile flooring in the boys and girls bathroom)
Technology Resources	1. Addition of two additional computer labs in N-building 2. Addition of promethean boards in every classroom in the school 3. Addition of audio enhancement equipment in classrooms 4. Stem Computer Lab (to be used with careers, science and math classes)
Information Resources	1. Efficient use of communication tools (automated phone calls, updated school marquee, updated school web page, information newsletters, and first class customer service exhibited by instructional and support staff).
Instructional Resources	1. Replacement of old math and science textbooks with new instructional textbooks which reflect the new generation standards implemented by the Florida Department of Education
Partnerships	The continuation and expansion of community partnerships (Lowe's, Kohl's, Target, Buffalo Wild Wings) to enhance school facilities, student incentive programs and staff recognition programs.
Fiscal Resources	It is the continued goal to efficiently use limited fiscal resources in a prudent and efficient manner. All monies allotted and spent in the school budget will be geared toward continuing and enhancing student academic success.

Alignment to District Goal(s):

- Success for All
- Comprehensive Curriculum, Instruction, Assessment
- Technical & Career Education

- Effective Schools and Classes
 - Recruitment, Support, and Retention
 - Professional & Staff Development
 - Fiscal Responsibility
 - Build Partnerships
 - Optimal Facilities
 - Diversity of Workforce
 - Leadership
 - Compensation & Benefits
 - Technology Equipped
 - Effective Communication
 - Enhance Relationships
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School Parental Involvement Policy/Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I/School improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

Port Charlotte Middle School agrees to:

- Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(a)(2)];
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy [Section 1118(a)(E)];

Use the findings of the parental involvement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];

- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section (h)(2)(6)(A)].

Parental Involvement Mission Statement (Optional)

The Leadership Team and Staff of Port Charlotte Middle School understand the importance of parental involvement in the overall success of student achievement. Research clearly indicates that students who have active parental involvement achieve higher levels of academic and behavioral success. It is our goal to create and foster a true partnership with our parents to get them involved at the school level with the instructional and social goals of the school. It is our motto and belief that "Together We Can" achieve student success"!

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]:

The Parental Involvement Plan was written in partnership with parental and staff involvement and input (during the July SINI Plan Committee Meeting). This plan will be reviewed and ultimately approved with the input of the School Advisory Committee whose membership consists of over 51% of parents. The SAC meets on a monthly basis to review all aspects of the operations at PCMS. These monthly reviews include: SINI Review, budget updates, curriculum issues, Assessment Data/Analysis, and student sponsored activity updates. Additionally information is shared and support provided during our monthly PTO meetings. The PTO is actively involved in student incentive activities which are directly connected to the academic goals of the school. The SAC and PTO are constantly looking for parental support and the leadership team makes it a priority to notify all parents of the opportunities these organizations offer through monthly automated phone calls and advertisement on our school marquee.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate)(including but not limited to other federal programs such as: Head Start, Reading First, Early REading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI)[Section 1118(e)(4)]:

Program	Coordination
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Back to School Night was hosted on August 4, 2010. This event acclimated all students to the middle school experience which included five targeted (small group) presentations by the Mr. Revelas (principal) pertaining to the theme "Keys to a Successful Middle School Experience". Parents were provided the opportunity to learn about and dialogue about such topics as: school credits, attendance, communication issues, student organization, relationship building and the 7 Habits of Highly Effective Teens. Back to School Night was attended by over 76% of our parents and also provided parents information on our before school program which provides instructional assistance for students whose parents work early in the morning. As the year progresses, the Leadership Team will rely on automated telephone calls and our first class school website to coordinate upcoming parental involvement activities such as Innovations and Invention Night.

The event was coordinated and implemented under the supervision of the school guidance department (Kristin Halaby and Erin O'Brien). Ongoing parental involvement activities which support parents being able to assist their child's academic progress will be held on an ongoing basis and will be coordinated by the PCMS Leadership Team. The guidance department will be coordinating their efforts with the PTO, SAC and individual parent volunteers.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)]:

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
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4. Describe how the school will offer a flexible number of meetings, such as meeting in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)]:

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]:

Content	Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Academic/Partnership	Innovations and Inventions	B.J. Richards and Christine	To improve students ability to work cooperatively while enhancing	Ongoing throughout the 2010-11 school year culminating in a parental	Parental participation (80% participation rate) evidenced by class roster logs. Additionally, we are

	Inventions Night	Grabowsky	reference and research skills.	a parental involvement night in May, 2011.	looking for a 3% improvement in the reference and research strand on 2011 FCAT Reading.
Academic/Partnership	Read Across America	Linda Bailey	To improve the standard reading gains by 9% (75%) while improving learning gains by 10% (70%).	March 2010	2011 FCAT Reading Scores
Academic/Partnership	Keys to a Successful Middle School Experience	Demetrius Revelas	To assist parents (and students) in gaining an awareness and understanding of the following issues: Academic Rigor at the middle school level; 2Ways for parents and the school to gain effective communication; Organizational Study Skills; Philosophy of the 7 Habits (Proactive, Beginning with the end in mind, etc; and Relationship building	August, 2010	Data pertaining to Parental Participation Rate
Academic/Partnership	Credit Check and High School Transition Nights	Michael Desjardins	This event was created to allow parents the opportunity in a small group setting to learn about the upcoming high school transition process while additionally being able to sit down with middle school leadership to track their child's academic progress (credit checks, assessment data sharing, etc).	January/February, 2011	Documentation of participation evidenced in the SAC minutes (January and February Meetings).
Academic/Partnership	Incoming 6th grade orientation night	John Leclair/Erin O'Brien	This event was organized to allow incoming 6th grade parents (from the feeder elementary schools) the chance to tour the school, meet the 6th grade teachers, and hear small group presentations by the school leadership (regarding curriculum and social issues).	May, 2011	Documentation of parental participation (school brochure)
Academic	CTE Parental Informational Meeting	Carolyn Gorton	Mrs. Gorton (Director of Career Education) will be presenting to middle school parents regarding middle school career education curriculum and future high school offerings.	November, 2010	SAC Attendance Roster

6. Describe the training the school will provide to educate its teupil service personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]:

Content of the Session	Person Responsible	Timeline	Correlation to Student Achievement	Evidence of Effectiveness
Parental Involvement Planning Team Training for Secondary Schools	Michael Desjardins, Assistant Principal	This inservice was held on July 26, 2010 at the CCPS Professional Development Center	The correlation to student achievement of the Parent Parental Involvement Planning Team Training was to learn techniques which can allow for effective communication between students/parents and school personnel. The main goal was to form a gameplan to increasing parental involvement at the middle school level (which traditionally is lower when compared to our elementary feeder schools). Strong parental communication and involvement will result in higher levels of student achievement.	Parental Involvement Action Plan, Parental Volunteer Log (Data), Monthly PTO Agenda Updates

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118(e)(4)]:

Activity	Specific Steps	Person Responsible	Timeline	Evaluation
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8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I prorams [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by paretns, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(C)(4)(C)];
- Not: If the schoolwide program plan under Section 114(b)(2) is not satisfacotry to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)]:

It is important to note that PCMS is not a Title 1 school therefore this portion of the question is Not Applicable. PCMS hosts a back to school night in August to allow parents the opportunity to understand the wide variety of curricular offerings (ESE, ESOL, High school level courses, etc). Additionally, parents are informed on a bi-monthly basis on the direction each course is following in our school newsletters. Parents are also asked to provide input during our monthly SAC Meetings which also provide a wealth of information regarding the curriculum offered at PCMS. During the months of January and February, our local high schools come to the campus to discuss with parents (and students) the offerings at their respective schools. The leadership team makes frequent telephone calls regarding academic issues such as: FCAT, Progress Monitoring Assessments, and Progress Report/ Report Card distribution dates. Parental feedback/satisfaction (as well as student feedback) regarding the curriculum offerings is also gathered during the climate surveys which traditionally take place in the month of May. PCMS is always open to meet with students and parents with any concerns pertaining to the education they are receiving. On a daily basis, the following staff members arrange and/or participate in conferences

dealing with a wide variety of educational issues: teachers, guidance counselors, social workers, and administrators.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)]:

The staff of Port Charlotte Middle School is committed to strengthening the involvement of parents in the educational lives of their children. This commitment covers all families including regardless of socioeconomic status or potential language barriers. The development of an effective communication system has been implemented to ensure that parents have the correct information in a clear, concise and timely manner. The staff realizes that families are busy and time is limited so we utilize the following items to effectively and quickly communicate parental involvement activities: updated web page, progress reports/report cards, automated phone calls, daily attendance calls, bi-monthly newsletter, local newspapers, daily announcements, school marquee, and printed flyers. It is important to note that we use a laser like focus to target the amount of information sent home so parents aren't inundated with too much information. Additionally, our ELL and ESE students have an added layer of communication with our school guidance counselor and ESE Liaison attached to those groups. These individuals are constantly communicating important events happening at the school and make sure these parents have every opportunity to participate.

Discretionary School Level Parental Involvement Policy Components

- Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]
- Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)]
- Training parents to enhance the involvement of other parents [Section 1118(e)(9)]
- Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(11)]
- Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]
- Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, part A programs [Section 1118(e)(12)]
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)]

10. Describe how each discretionary activity check above will be implemented:

Activity	Description of Implementation Strategy	Correlation of Student Achievement	Person Responsible	Timeline
The formation of the Parent Involvement Planning Team	Participants received an invitation from the school principal.	Improved student achievement is the ultimate goal.	Dr. Michael Desjardins	July, 2010
The Parent Involvement Planning Team was trained in the process of developing the Parental Involvement Plan. This process included visioning and goal setting.	Participants attended an district organized training inservice.	Improved student achievement is the ultimate goal.	Dr. Michael Desjardins	July 26, 2010
The quick and efficient response for parent conferences	The following modes of communication will be used to ensure that the staff responds to parental requests for conferences: e-mail, telephone calls, person to person, and written communication.	Improved student achievement is the ultimate goal.	Dr. Michael Desjardins	Continuous throughout the school year.

School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This policy was adopted by the school on **08/24/10** and will be in effect for the period of the school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **09/27/10**.

(Signature of Title I Authorized Representative)

(Date)

Provide evidence that the policy/plan has been developed with the input from parents.

Review of 2009-2010 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided that were designed to build the capacity of parents to help their children [Sections 1118(e)(1-2)]. Include participation data on the Title I annual meeting:

Content of the Session	Type of Activity	Number of Activities	Number of Total Participants	Correlation of Student Achievement
Open House	Parental Involvement Night outlining curriculum and organizational programs.	2	700	Increased Parental Involvement coorelates to increased student achievement.
I & I Night (Innovations and Inventions)	Cooperative Research Project Presentations where parents could come to the school to view their child's research projects and converse with their childs teacher.	1	1,200	The high level of parental involvement indicates to the student that the school and their parent are working together for their academic success. The correlation is then increased student achievement.
Middle and High School Curriculum Nights	Opportunity for parents to speak with members of the leadership team regarding their child's academic progress while also learning about the learning pathways (curriculum) offered at the High School Level.	2	60	Increased information correlated to the ability to make informed choices regarding middle and high school course selections.

2. Provide a summary of the professional development activites provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1119(e)(3)]:

Content of the Session	Number of Sessions	Number of Total Participants	Correlation to Student Achievement
Ongoing discussions relating to customer service (communication) with parents.		44	When teachers are provided techniques to improve their communication skills student achievement will increase (parents and the school working in conjunction with one another).

3. Describe the barriers indentified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)]:

Barrier (including the Specific Subgroup)	Steps the School will Take to Overcome
---	--

Staff Participation, Parent work schedules, High Free/Reduced Lunch Percentages, Time

The following items will be used to provide parents (who lead busy lives) with important information pertaining to the education of their children: Automated phone calls, updated web page, daily effort to provide first class customer service, positive social norming, updated marquee and monthly advertised SAC meetings.

4. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and school as a best practice. (Optional):

Content/Purpose	Description of the Activity
Innovations and Inventions Night.	Students worked in cooperative groups for about 2-3 months on research projects (across the curriculum project). Parents were invited to come to the school to view all of the projects and talk to their child and the teacher about the steps taken to produce such a quality project. This night was highly successful as every parking spot was filled with overflow traffic spilling onto the adjacent streets. Approximately 80% of parents took the time to attend this event.

Review Rubric for 2010-2011 School Parental Involvement Policy/Plan

School Name: Port Charlotte Middle School

Plan Year: 2010-2011

Reviewer:

Review Date:

Policy/Plan Components	YES	NO	If Yes, Page #
Previous School Year Plan Review			
Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs?	<input type="radio"/>	<input checked="" type="radio"/>	
Is the PIP written in an understandable format and provided in a language parents can understand?	<input checked="" type="radio"/>	<input type="radio"/>	1
Were revisions/updates to the plan made based upon the review of the previous year plan? Did the school address the barriers identified in the review?	<input checked="" type="radio"/>	<input type="radio"/>	1
LEA Policy Mission Statement (optional)			
The mission statement should meet the following criteria: <ul style="list-style-type: none"> • Explains the purpose of the parental involvement program; • Tells what will be done; • Includes beliefs or values; • Is concise, free of jargon, and parent-friendly; and • Inspires stakeholders to be involved and supportive of the program. 	<input type="radio"/>	<input type="radio"/>	
1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].			
Strong Responses Include: <ul style="list-style-type: none"> • Identification of the group responsible for the planning, review, and improvement of the Title I program; • Description of the procedures selecting members of the group; • Explanation of how input from parents will be documented; and • Description of the process for schools to involve parents in the development of the required plans. 	<input type="radio"/>	<input checked="" type="radio"/>	
2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].			
Strong Responses Include: <ul style="list-style-type: none"> • Identification of the specific federal program; and • Description of how the programs were coordinated. 	<input type="radio"/>	<input checked="" type="radio"/>	

<p>3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)] .</p>			
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Identification of specific activities or tasks; • Identification of the person(s) responsible for completing the task; • Timeline; and • Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task. 	○	◐	
<p>4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].</p>			
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and • Specific examples of the flexible schedule offered to parents. 	○	◐	
<p>5. Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children's academic achievement [Section 1118(e)(2)].</p>			
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content of the session including each of the following: • The state's academic content standards and State student academic achievement standards, • State and local academic assessments including alternative assessments, • Parental involvement requirements of Section 1118, and • How to monitor their child's progress and work with educators to improve the achievement of their child. • Type of activities; • Correlation to student achievement; and • Reasonable and realistic proposed timelines. 	◐	○	2
<p>6. Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].</p>			
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content of the session; <ul style="list-style-type: none"> • Value of parental involvement, • Communicating and working with parents, 	◐	○	5

<ul style="list-style-type: none"> • Implementation and coordination of parental involvement program, • Building ties between home and school, and • Cultural sensitivity; • Type of Activities; • Specific correlation to student achievement; • Reasonable and realistic timelines; and • Method to determine the success and document completion. 			
7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].			
Strong Responses Include: <ul style="list-style-type: none"> • Identification of the type of activity; • Specific steps necessary to implement this activity; • Person(s) responsible; • Timeline; and • Method to determine the success and document completion. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: <ul style="list-style-type: none"> • Timely information about the Title I programs [Section 1118(c)(4)(A)]: • Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]: • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]: Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].			
Strong Responses Include: <ul style="list-style-type: none"> • Process for providing information to parents; • Dissemination methods; • Reasonable and realistic timelines for specific parent notifications; and • Description of how the school will monitor that the information was provided. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8
9. Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].			
Strong Responses Include: <ul style="list-style-type: none"> • Process for translating information into a parent's native language; • Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services; • Description of how the school will ensure that information is available to parents considering the fluctuating student populations; • Specific languages that information will be routinely provided; and 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6

<ul style="list-style-type: none"> • Process the school will use to monitor the dissemination of information to parents. 			
10. Describe how the discretionary activities will be implemented.			
<p>Strong Responses Include:</p> <ul style="list-style-type: none"> • Content of the session including the following: <ul style="list-style-type: none"> • Involve parents in the development of staff training, • Offer literacy training, • Pay reasonable and necessary expenses to conduct parental involvement activities, • Train parents to help other parents, • Adopt and implement model parental involvement programs, or • Develop roles for community organizations and/or businesses in parental involvement activities; • Type of activity; • Specific correlation to student achievement; and • Reasonable and realistic timelines. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
School-Parent Compact			
<p>Does the School-Parent Compact include all required components:</p> <ul style="list-style-type: none"> • Description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards; • Identification of ways parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and • Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum - <ul style="list-style-type: none"> • Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement; • Frequent reports to parents on their child's progress; and • Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [Section 1118(d), ESEA]. 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Review of the Previous School Year Policy/Plan			
Did the school include a copy of the review of the 2009-2010 policy/plan?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8
Did the review include all required components? <ul style="list-style-type: none"> • A summary of the results of the activities conducted for parents; • A summary of the staff training activities; • Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and • Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8

Additional Comments or Concerns:

Differentiated Accountability Compliance

School-level Differentiated Accountability Compliance Status

Intervene

Correct II

Prevent II

Correct I

Prevent I

NA

Student Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Please verify the statement above by selecting "Yes" or "No" below. (If no, describe measures being taken to comply with SAC requirement.)

Yes, I agree with the above statement.

School Advisory Council (SAC) Usage of Funds

There are no SAC funds allocated by the State of Florida at this time.

School Advisory Council (SAC) Activities

Describe the activities of the School Advisory Council (SAC) for the upcoming year:

The SAC will be conducting a number of activities to support the smooth operations of PCMS. These activities include but are not limited to the following: assist in the monitoring and implementation of the 2010-2011 SSP; collaborate with the Principal and School on the appropriate use of school improvement funds; and offer suggestions and pose questions concerning current programs offered.

SAC Chairperson

Robert Cooley
8645 SW Sunybreeze Road
Arcadia, FL 34269
863-990-7761

School Advisory Council (SAC) Roster

Name	
1	Robert Cooley
2	Beth Marshall
3	Kelly Studenwalt
4	Beverly Thompson
5	Doreen Alverez
6	Nancy Springstead
7	Diana Yogus
8	Demetrius Revelas
9	Susana Deleon
10	Linda Walka
11	Andala Goldman
12	Donna Barrett
13	Pam Massey
14	Heidi Harnden
15	Della Booth

SAC Assurances

Racial/Ethnic Group:	Percentage of School Population	Percentage of SAC Membership
White	67	94
Black	15	0
Hispanic	13	6
Other	5	0
Socio-economic Status:		
Free/Reduced Meals	70	15
Paid Meals	30	85
Membership Category:		
Parents not employed by the District		9

Please respond to the following compliance assurances.

Yes

No



SAC Membership reflects this school's racial/ethnic composition.

- (student membership and SAC membership is within 10% of each other for each racial ethnic group)
- SAC Membership reflects this school's socio-economic composition.
 (student membership and SAC membership is within 10% of each other for socio-economic position)
- Parents not employed by this District represent a majority of the total membership of this SAC (**at least 51%**).
- All SAC members were selected/elected in accordance with Florida Statute, District School Board Policy, and Government in the Sunshine Law.
- All SAC Membership is in compliance with representation.
- If there is more than a 10% deviation in the composition area of Racial/Ethnic Group and/or Socio Economic Status, I have included a letter indicating the steps taken to rectify the inequity and the outcome.

Professional Development

Aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Council and Reading Initiatives throughout the school community.	All Subject Areas (6-8)	Joann Higgins (Language Arts Teacher)	A representative teacher from each subject area	One Friday each month during Team Time from 8:35 a.m. - 9:05 a.m. *Obtain substitute teachers (3)once per every three months to plan and organize campus-wide	Establishment and implementation of Reading Activities campus-wide throughout the school year.	Principal or designee will monitor.

				reading events throughout the year.		
Data Mining Team.	FCAT/Assessment/Discipline Data (6-8)	Demetrius Revelas Principal	Principal Asst.Principal, School Social Worker, Guidance Counselor and Teacher Representative.	One Friday each month during Team Time	Collect, review, and analyze data and trends. Brief updated presentation at the November 2 inservice day.	Principal or designee will monitor.
Positive Behavior Support (PBS) Team	Across all grade levels (6-8).	Pam Ping, PBS Coordinator.	PBS Coordinator, Assistant Principal or Dean, and teacher representative from each subject area.	One Friday of each month during Team Time during professional development collaboration time (8:35 a.m. - 9:05 a.m.)	PBS Coordinator will review meeting minutes, and collaboratively work with PBS Team and develop student/teacher initiatives/activities throughout the school year.	Assistant Principal or Dean of Students.
Subject area PLC's.	All Grade levels and Curriculum Departments (6-8).	District Curriculum and Instructional Specialists.	School-wide Instructional Staff.	Curriculum Specialists will meet with designated school-site instructional staff department once a month from 8:35 a.m. to 9:05 a.m.	Agendas and notes through Department Meetings with teachers and monthly Program Planner meetings with Principal.	Curr. Specialists, Program Planners, Principal, AP
Teacher Support Team (TST). Framework for Student Success.	All Grade Levels (6-8).	Pat Masters, School Social Worker.	School Social Worker, PBS Coordinator, Teacher, Principal, Assistant Principals, Guidance Counselors, ESE Liaison, and School	Meeting every Tuesday, once a week with TST group. Teams meet with members of TST group 1-2 times a month.	Weekly meetings with agenda and follow-up student data reports	Pat Masters, school social worker.

			Psychologist.			
Book Study: Fair is not Always Equal-Assessing and Grading in a Differentiated Classroom.	All grade levels.	Principal or designee	Open school-wide to instructional staff.	After school hours - twice a month. *Stipends will be paid.	Meeting notes and dialogue during Team Time. In addition, November 2 Inservice Day break-out session.	Principal or designee
Book Study: Seven Habits of Highly Effective Teens and how to incorporate it in the daily lives of middle school students.	All Grade Levels (6-8)	Guidance Counselor - Kristin Halaby	School-wide and at all grade levels.	PLC Group will meet two Thursday's of each month from 4-5:30 p.m. **Stipends will be paid for those who attend.	Agendas and meeting logs. Break-out session on November 2 inservice day.	Guidance Counselor and A.Principal
Book Study: Framework for Understanding Poverty.	All Grade Levels (6-8)	Mike Desjardins - Assistant Principal	School-wide instructional staff.	Book Study Group - Twice a month after school from 4-5:30 p.m. **Stipends will be paid for after school study group. This will be followed by November 2 District-wide Inservice Day presentation.	Agenda, meeting logs, and November 2 Inservice Day.	Dr. Mike Desjardins, Assistant Principal
Technology through the classroom. The use of the Promethean Board, Elmo and Video Conferencing.	All Grade Levels (6-8)	Technology Facilitator and the Tech Cadre.	School-wide.	Once a month on Monday's from 8:35-9:05 a.m.	November 2 Inservice Day with afternoon concurrent sessions.	Chris Byrne, Tech Facilitator.

Appendix A

School Grades

Charlotte County Public Schools

School Grades

August 2010

SCHOOL	AYP % of Criteria Met 2010	READ PERF 08/09/10	MATH PERF 08/09/10	WRITE PERF 08/09/10	SCIENCE PERF 08/09/10	READ GAIN 08/09/10	MATH GAIN 08/09/10	LOWEST 25% GAIN READING 08/09/10	LOWEST 25% GAIN MATH 08/09/10	GRADE POINTS 08/09/10	% TESTED 2010	SCHOOL GRADE		
	1	2	3	4	5	6	7	8	9	10	11	2010	2009	2008
Deep Creek	95%	84/90/84	85/85/83	91/93/79	54/64/52	66/74/63	68/65/58	60/65/47	79/66/62	587/602/528	100	B	A	A
East	87%	71/77/78	71/78/86	76/85/81	41/47/48	55/64/55	63/57/60	55/54/44	75/56/59	507/518/511	100	B	B	B
Kingsway	87%	84/88/87	84/81/86	91/91/88	59/49/68	69/75/71	66/69/61	61/78/61	66/74/40	580/605/562	100	B	A	A
Liberty	92%	85/84/85	80/82/87	80/80/81	57/63/68	74/73/71	69/71/69	78/65/55	77/67/76	600/585/592	100	A	A	A
Meadow Park	90%	86/86/83	82/79/78	85/86/77	55/54/63	77/74/75	66/64/52	73/72/67	75/67/43	599/582/538	100	B	A	A
Myakka River	92%	81/84/79	78/79/81	95/89/84	61/52/41	64/66/58	67/62/60	72/63/51	76/58/71	594/553/525	99	A	A	A
Neil Armstrong	92%	79/84/86	81/88/88	86/93/86	45/63/68	80/70/71	75/75/57	90/69/66	80/81/58	616/623/580	99	A	A	A
Peace River	79%	78/76/72	75/73/71	77/79/68	36/40/44	65/65/60	66/60/62	66/53/61	66/68/76	529/514/514	99	B	B	A
Sallie Jones	100%	88/89/86	86/85/86	93/90/86	61/53/68	74/72/66	80/71/67	58/76/55	82/70/52	622/606/566	100	A	A	A
Vineland	92%	84/88/80	85/85/77	88/89/77	65/64/71	73/72/65	77/65/62	65/74/60	70/62/60	607/599/552	100	A	A	A
L.A. Ainger	90%	81/81/80	78/81/79	94/93/93	68/69/65	69/70/66	78/80/77	66/71/62	71/70/66	605/615/588	100	A	A	A
Murdock	85%	74/75/77	69/71/71	99/100/96	48/48/58	67/67/65	74/72/71	67/72/62	72/73/70	570/578/570	100	A	A	A
Port Charlotte Middle	85%	73/71/67	76/72/75	99/96/93	56/50/54	67/64/60	76/71/77	65/73/59	72/62/76	584/559/561	100	A	A	A
Punta Gorda Middle	82%	73/72/71	72/73/74	91/93/95	56/47/51	63/66/60	72/72/73	61/79/63	67/67/61	555/569/548	100	A	A	A
Charlotte High	87%	57/54/56	84/82/84	90/84/88	48/40/40	58/52/60	79/74/79	47/35/50	67/56/69	540/487/*536	98	P	D	B
Lemon Bay	90%	56/53/58	88/88/87	88/88/84	50/52/45	57/50/54	79/78/76	40/42/45	65/63/68	533/524/*527	99	P	B	B
Port Charlotte High	74%	58/55/53	84/85/81	93/92/92	48/45/41	57/54/56	82/79/77	44/49/48	73/68/65	549/537/513	99	P	A	A

- ✓ Column 1 represents AYP percent.
- ✓ Columns 2, 3, and 5 represent the percent of students in all tested grades who scored in levels three and above in 2008/2009/2010
- ✓ Column 4 is the average of the percent of students scoring 3.5 on writing for one particular grade in 2008/2009/2010
- ✓ Columns 6 and 7 represent the percent of students making learning gains in reading and math in 2008/2009/2010
- ✓ Columns 8 and 9 represent the percent of students in the lowest twenty-five percent in reading/math in all grade levels in your school who made learning gains in 2008/2009/2010
- ✓ Column 10 represents total grade points earned for school grade 2008/2009/2010.
- ✓ Charlotte High School, Lemon Bay High School and Port Charlotte High earned 10 Bonus points for 11th and 12th Grade FCAT Retakes. * = Bonus Points
- ✓ **P** = HS will receive a grade based 50% on FCAT & 50% on new measures. Grade will be available in November 2010.

Appendix B

Annual Yearly Progress (AYP)

**Charlotte County Public Schools
Adequate Yearly Progress – AYP**

2010			Port Charlotte Middle	
Did the School Make Adequate Yearly Progress?	NO		Percent of Criteria Met:	85%
Total Writing Proficiency Met:	YES		2010 School Grade:	A
Total Graduation Criterion Met:	NA		2009 School Grade:	A
	95% Tested Reading	Reading Proficiency Met	95% Tested Math	Math Proficiency Met
Total	YES	NO	YES	NO
White	YES	NO	YES	YES
African American	YES	NO	YES	NO
Hispanic	YES	NA	YES	NA
Asian	NA	NA	NA	NA
American Indian	NA	NA	NA	NA
Economically Disadvantaged	YES	NO	YES	NO
Limited English Proficiency	NA	NA	NA	NA
Students with Disabilities	YES	NO	YES	NO

Group	Reading Tested 95% of the students?		72% scoring at or above grade level in Reading?		Math Tested 95% of the students?		74% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate by 2%?	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2008	2009
Total	100	100	65	61	100	100	66	70				
White	100	100	67	64	100	100	70	75				
African American	99	100	57	57	99	100	55	54				
Hispanic	100	99			100	99						
Asian												
American Indian												
Economically Disadvantaged	99	100	57	57	100	100	59	65				
Limited English Proficiency	100				100							
Students with Disabilities	99	100	41	42	99	99	41	47	90	91		

Note: 2009 Reading = 65%, Math 68%
 2010 Reading = 72%, Math – 74%
 Projected targets 2011: Reading = 79%, Math – 80%

Appendix C

FCAT Scores

FCAT Spring Reading/Math/Science/Writing+
Sequential Data

FCAT Reading 2008

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 6	318	17	18	37	20	8	35	-3
Grade 7	319	13	20	37	20	9	33	+4
Grade 8	301	13	25	40	18	4	38	-4

FCAT Reading 2009

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 6	264	19	19	37	20	5	38	+3
Grade 7	320	15	16	41	23	5	31	-2
Grade 8	306	17	26	37	17	3	43	+5

FCAT Reading 2010

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 6	239	17	18	33	21	12	35	-3
Grade 7	237	16	19	31	26	7	35	+4
Grade 8	298	18	33	35	12	3	51	+8

FCAT Math 2008

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 6	318	18	23	30	22	7	41	0
Grade 7	319	17	16	33	24	10	33	+2
Grade 8	303	11	17	36	19	17	28	-5

FCAT Math 2009

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 6	264	27	16	33	19	5	43	+2
Grade 7	320	19	19	31	21	10	38	+5
Grade 8	306	13	18	36	22	11	31	+3

FCAT Math 2010

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 6	239	18	16	40	21	5	34	-9
Grade 7	236	15	19	34	25	6	34	-4
Grade 8	298	9	20	38	19	13	29	-2

FCAT Science 2008

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 8	300	26	27	35	8	4	53	-4

FCAT Science 2009

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 8	303	27	31	32	8	1	58	+5

FCAT Science 2010

PCM	Total Students	% in each Achievement Level					% 1+2	Plus/Minus-
		1	2	3	4	5		
Grade 8	297	20	34	36	8	2	54	-4

Writing 2008

PCM	Writing 2008		
	Expository	Persuasive	Combined
Grade 8	4.7	4.9	4.8

Writing 2009

PCM	Writing 2009		
	Expository	Persuasive	Combined
Grade 8	4.2	4.6	4.4

Writing 2010

PCM	Writing 2010		
	Expository	Persuasive	Level 3+
Grade 8	4.2	0.0	98%

Appendix D

District Report Card

Charlotte County Public Schools Annual District Report Card 2009-2010

SCHOOL GRADES (State of Florida Accountability System): During the past academic year, Charlotte County Public Schools' students demonstrated their learning in the areas of Reading, Math, Writing and Science on the Florida Comprehensive Achievement Test (FCAT). Despite significant concerns about the validity of certain FCAT scores related to elementary school learning gains, we are very pleased with the results of the FCAT assessment; all schools earned grades of A or B.

Florida elementary and middle schools are graded by the Florida Department of Education according to the FCAT results. For the first time, the high school grades will now be computed on FCAT and several other factors [graduation rate (overall and at-risk populations), participation and performance in rigorous advanced courses, college readiness (Reading and Math)]. The scores reported here for the high schools are tentative; the final school grades for our high schools will be released by the State of Florida in November. According to current data, in 2009-10, our graded schools earned 12 As (67%) and 6 Bs (33%); 3 special programs are ungraded (U). **These scores earned our school district the designation of an "A" district as well as being an Academically High Performing District.**

ANNUAL YEARLY PROGRESS [AYP] (Federal Accountability System): Under the Federal No Child Left Behind (NCLB) law, our schools are also judged according to how specific ethnic, economic, and academic subgroups of students at each school perform on the FCAT tests. The subgroups are: White; Black; Hispanic; Asian; American Indian; Economically Disadvantaged; English Language Learners; and, Students with Disabilities.

If each subgroup of students, and the school as a whole, meets the required proficiency levels for all the tests, then the school is categorized as reaching 100% of its goals, and is said to have made Annual Yearly Progress (AYP). During 2009-10, eleven schools (52%) reached 90 - 100% of their goals, five schools (24%) reached 80-89% of their goals, and five schools (24%) reached 74-79% of their goals.

Also under NCLB, we must report to you about the performance of our Title I schools. Title I is a Federal program which provides funds to improve the academic achievement of disadvantaged students. If Title I schools do not make AYP for two or more consecutive years, the school is categorized as a "school in need of improvement" until the school makes AYP for two consecutive years. During SY2009-10, all Charlotte County elementary schools were Title I schools. Because all Charlotte County Public Schools did not make AYP for 2009-10, CCPS is considered a "district in need of improvement".

DIFFERENTIATED ACCOUNTABILITY [DA] (Combination of Florida and Federal Accountability Systems): In 2008 Florida created a federally approved accountability plan that combined the School Grades with NCLB, called Differentiated Accountability. The intent was to recognize schools' overall academic performance (School Grades) while also recognizing if some/all of their NCLB subgroups did/did not reach the expected academic proficiency (AYP). Under DA, schools are categorized according to the two systems. There are specific strategies designated for the district and/or state to assist the schools that still have some goals to reach with some of their subgroups. Schools that are persistently low performing have more stringent strategies required. Charlotte County has **never had any** persistently low performing schools.

School	2010 School Grade	2010 AYP%	2009 School Grade	2009 AYP %	2008 School Grade	2008 AYP%
Title I Schools:						
East Elementary	B	87	B	100	B	100
Neil Armstrong Elem.	A	▣ 92	A	100	A	*100

Peace River Elementary	B	▣*79	B	▣*95	A	*92
Sallie Jones Elementary	A	100	A	95	A	100
Deep Creek Elementary	B	95	A	100	A	100
Kingsway Elementary	B	▣ 87	A	97	A	100
Liberty Elementary	A	▣92	A	▣95	A	97
Meadow Park Elementary	B	▣90	A	▣100	A	97
Myakka River Elementary	A	92	A	100	A	100
Vineland Elementary	A	▣ 92	A	95	A	100
Non- Title I Schools						
LA Ainger Middle	A	▣ 90	A	▣ 95	A	95
Murdock Middle	A	▣ 85	A	▣ 90	A	100
Port Charlotte Middle	A	▣ 85	A	▣ 90	A	92
Punta Gorda Middle	A	▣ 79	A	▣ 87	A	92
Charlotte High	**A	▣ 87	D	▣ 82	B	85
Lemon Bay High	**A	▣ 90	B	▣ 92	B	85
Port Charlotte High	**B	▣ 74	A	▣ 82	A	90
Edison Collegiate High	**A	100	n/a	n/a	n/a	n/a
Charlotte Harbor Center	***U	▣ 79	U	▣ 74	n/a	n/a
Charlotte Technical Ctr.	***U	▣ 79	U	▣ 77	n/a	n/a
Charlotte Virtual School	***U	97	n/a	n/a	n/a	n/a

* Identified as a Title I School In Need of Improvement

** Tentative school grade based on FCAT results only; final school grade to be released in Nov. 2010.

*** Ungraded special program

▣ Differentiated Accountability school

For specific information about our District or individual schools, go to www.yourcharlotteschools.net

Para ver la traducción en español, vaya al website www.yourcharlotteschools.net