The School District of Lee County

Fort Myers High School

2015-16 School Improvement Plan

Fort Myers High School

2635 CORTEZ BLVD, Fort Myers, FL 33901

http://fmh.leeschools.net/

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
High	No	38%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	37%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	B

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Each student can learn. Each student is capable of reaching his or her academic potential. Each student has an inherent right to receive the finest education possible for his or her future and for world class citizenship.

Therefore, it is the mission of Fort Myers High School to create and maintain an orderly business-like environment with an equitably enforced, uniform standard discipline policy in which each student may discover his or her respective potentials and bring them to fruition. Excellence at all performance levels shall be recognized and celebrated.

Provide the school's vision statement

There is not a vision statement for the school.

School Environment

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

Fort Myers High School (FMHS) is constantly learning about our students as well as building relationships among the staff and students. The principal's philosophy of F.A.I.M.L.Y (forget about me, I love you) has permeated the school and has become part of the FMHS culture. This attitude has helped Fort Myers High School build and promote an atmosphere of putting others first. Through various committees such as the Principals Advisory Committee (PAC), and School Advisory Committee (SAC), as well as during staff meetings or one-on-one conferences, the faculty and staff are able to learn about students' cultures. Fort Myers High School also provides a mentoring program through Positive Behavior Support (PBS). In this program, teachers are paired with at-risk students to help monitor grades, discipline, and the needs of students.

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

Creating an environment that is safe and conducive to learning throughout the day is of the utmost importance in our school and to our administrative team. Students are constantly being monitored whether they are in the classroom or involved in a school activity. All teachers are required to be in the hall monitoring students. In addition to teachers monitoring of students during class changes, the administrative team and School Resource Officer are also at assigned posts in heavy traffic areas to ensure student are proceeding in a safe manner to their next class. Before school, students are monitored by the school's security and the administrative teams in designated areas around the school. After school, the school is monitored by a security guard who walks the hallways ensuring that all students are in designated areas or are with teachers. In addition to the night security guard patrolling the hallways of the school, the custodial staff also ensures that students are where they need to be during those after school hours. Lastly, Fort Myers High School provides a mentoring program through the Positive Behavior Systems (PBS) mentoring program. In this program, teachers are paired with at-risk students to follow up on grades, discipline, and the lives of students. The mentor and teacher meet frequently throughout the school year to build relationships in the school.

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

Keeping students engaged during instructional time and minimizing distractions in the school is a team effort at Fort Myers High. From the teachers, to the security guards, to the administrative team, we all take pride in ensuring that students are constantly focused on learning. This is accomplished by teachers posting classroom rules or taking disciplinary action when necessary and by our administrators giving students the appropriate punishment. When rules are broken, Fort Myers High staff is utilizing CASTLE as the primary resource for processing referrals. This has increased the efficiency and transparency of the process.

Another way in which Fort Myers High ensures that students are engaged and that distractions are minimized is to make sure that students understand the high expectations that the school has for them during the school year. Expectations are made clear on the first day of school when all the teachers go over with the students what those expectations are for the year as well as class meetings. In addition, the students are given an agenda book which contains Fort Myers High and Lee County School Board policies. All these items help our school keep students engaged during the school day with a minimum number of distractions.

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

Ensuring that the social-emotional needs of students are being met requires a team effort by a school. The school counselors are not the only individuals ensuring that students' social-emotional needs are being met; teachers and administrators are also involved in this process and are available to students in order to guide and help those students out if necessary. The school also provides a social worker and school psychologist to help ensure that students' social-emotional needs are being met in the school. Lastly, Fort Myers High School provides a mentoring program through efforts of a Positive Behavior Systems (PBS) mentoring program. In this program, teachers are paired with at-risk students to help follow up on grades, discipline, and the lives of students. The mentor and teacher meet frequently throughout the school year.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parents at Fort Myers High School are given various opportunities to establish positive relationships with the school. Open houses, curriculum night, sporting events/performances, awards banquets, and involvement in School Advisory Council (SAC) are some ways that the school provides forums for parents to hear and see what the school represents and how students are progressing. Parents can also be informed about what is going on with their students' progress through ParentLink. This

provides a way for teachers to communicate with parents about student progress by sending messages to parents and allowing parents to see grades.

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

Fort Myers High is constantly working to build and sustain relationships with its stakeholders in the community to ensure the community's involvement in supporting student achievement at our school. This is done at Fort Myers High by meeting with stakeholders and allowing those stakeholders to visit the school on a regular basis in order to show those individuals how the school is using resources to benefit student success and achievement. For example, the principal attends Rotary Club meetings and speaks with its members about Fort Myers High School's academic and athletic achievements. Our school also works with multiple booster clubs to help support the school and students both academically and athletically.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Larosa, David	Principal
Bredenkamp, Matthew	Assistant Principal
Bernard, Misty	Assistant Principal
Kirschner, Jamie	Assistant Principal
Plucker, Jason	Assistant Principal
Elkin, Patricia	Guidance Counselor
Jones, Sheryl	Guidance Counselor
Hendrix, Melissa	Guidance Counselor
Sizemore, Bobby	Guidance Counselor
Becker, Joan	Other
Tucker, Kimberly	Other
Sousa, Russell	Other
Tomlinson, Jennifer	Other
Shanks, Johanna	Other
Weekley, Patricia	Other
Roberts, Jimmy	Other
Atkins, Deborah	Other

Duties

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

The Role of each member of the School Leadership Team is as follows:
Principal/Assistant Principals

* Complete classroom walk-throughs and formal/informal evaluations to evaluate instructional practices.
* Participate in leadership team meetings to discuss issues and concerns with department heads.
* Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff.
* Evaluate data to help make school-based decisions.
* Provide a safe environment for teachers and students to work at a high level.
Guidance Counselors/IB Coordinator
* Ensure that students are placed in the correct courses for their individualized path to graduation.
* Meet with students about future aspirations and make sure they are on track to reach their goals.
* Discuss career path options with students.
* Analyze student data to help make department decisions.
* Communicate with parents and teacher on how a student is progressing in their education.
* Assist students and parents in making education decisions.
* Provide input on development of parent information sessions and master schedule.
Department Heads
*Conduct monthly meetings in order to disseminate information to department members
*Conduct inter-department in-services for department members
*Help to make sure that all department members' needs are met in order to conduct class
*Relay vital information from department members to the Principal or Asst. Principals if an issue arises.
*Order all materials for the department (e.g. textbooks, ancillaries materials, supplies..)
*Keep track of the mobile lab for the department

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

Fort Myers High School is publicly funded with local and state funding. The General Operating Budget comes from primarily those two sources. Due to our relatively low percentage of low socio-economic students, many other funds are not available to be used by Fort Myers High School.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
David LaRosa	Principal
Richard Tanner	Parent
John Carlin	Parent
Peggy Bos	Business/Community
Sharon Gunsett	Parent
Randy Wesley	Parent
Mary Higginson	Parent
Lisa Munkelwitz	Parent
Lisa Fleishman	Parent
Susan Glasser	Parent
Beth Randolph	Parent
Stacy Brown	Parent
Sara Leone	Parent
Debbi Nicolosi	Parent
Donandrea Stemle	Parent
Tom Roberts	Parent
Cynthia Fetterhoff	Parent
Hunter Wynne	Parent
Will Prather	Parent
Debbie Sayer	Parent
Ivan Mazzorana	Parent
Amy Potter	Parent
Erin Harrel	Parent
Tona Hackett	Parent
Kira Dworkin	Parent
Russell Sousa	Teacher
Joyce Baskin	Teacher
Charity Cummings	Education Support Employee
Roxi Hambleton	Business/Community
Alessandra Giordano	Parent
Bob Valenta	Parent
Anne Campbell	Teacher
Lara Evans	Parent
Vanessa Lombardo	Parent
Donna Kennedy	Parent
Carline Julmisse	Parent
Rick Herman	Parent
Keenan Beck	Student

Name	Stakeholder Group
DJ LaRosa	Student
Nancy Nieves	Education Support Employee
Jason Plucker	Principal
Christina Beck	Education Support Employee
Johanna Shanks	Teacher
Isabel Diaz	Teacher
Olivia Bredenkamp	Business/Community
Angela McDonald	Parent
Gloria Armadore	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Data from last year (2014-2015) was discussed at the first SAC meeting on 8/31/2015. The SAC members were told about the gains that occurred in all subject areas as well as any deficiencies.

Development of this school improvement plan

The SAC started the 2015-2016 school year with a forum to discuss all data from the previous year. The SAC also helped develop the targets for the goals that has been put into place.

Preparation of the school's annual budget and plan

As stated in previous years, school improvement funds will be allocated to projects through out the school year. All funds must be aligned with the School Improvement Plan (SIP) and approved by the School Advisory Counsel. This process has been followed in previous years and as of this date no specific project has been allocated any funds at this time.

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

There were no school improvement funds allocated last year.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bernard, Misty	Assistant Principal
Riis, Ron	Teacher, K-12
Bredenkamp, Matthew	Assistant Principal
Kirk, Morgan	Teacher, K-12
Kozel, Leonard	Teacher, K-12
Cato, Steven	Teacher, K-12
Barns, Susan	Teacher, K-12
Ferrell, Tami	Teacher, K-12
Tenfelde, Colleen	Teacher, K-12
Johnson, Gillian	Teacher, K-12
Metevia, Kelly	Teacher, K-12
Drew, Mark	Teacher, K-12
Anderson, Janice	Teacher, K-12
Baskins, Joyce	Instructional Coach
Larosa, David	Principal
Kirschner, Jamie	Assistant Principal
Atkins, Deborah	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Reading Leadership Team concentrates on increasing awareness and use of online resources in the media center by both teachers and students at all reading levels. Monthly PLC (Professional Learning Communities) will concentrate on sharing best practices and current research on inovative research techniques.
Weekly PLC meetings provide a forum to share ideas with staff on how to use data walls and data folders to increase awareness of reading abilities and growth in the classroom, across all subjects. Also, Reading Coach Joyce Baskins will support classroom teachers through modeling reading strategies and assistance with small group instruction.

Public and Collaborative Teaching

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

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

FMHS has Professional Learning Communities established to promote positive relationships between teachers. These PLC's were developed to allow for teachers to plan and collaborate to ensure a positive environment and reinforcement of the school and district expectations. Within the PLC's teachers are distributed to allow for effective time of PLC goals and to aide in sharing instructional best practices.

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

Working with the leadership in the school district, the principal of Fort Myers High School attends in-state and out of state conferences to attract the highest qualified teachers in IB, AP and content areas. The

principal also gives detailed feedback to all teachers to assist with their professional growth. This professional growth also includes allowing many of the staff members to take on leadership roles at the school and in the school district. Other strategies utilized would be reviewing data and standards and collaborating to develop common lessons and assessments. For the 2015 - 2016 school year, one of our goals addresses teacher engagement. We intend on increasing teacher engagement by focusing on and utilizing teacher's opinions. By involving teachers in opportunities to voice their opinions or provide suggestions/input, we are hopeful that teacher engagement will increase throughout the school year which will lead to higher retention rates. This element of teacher engagement is addressing the focus area of "hiring and retaining the best talent" on the district strategic plan.

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

Lee County Schools uses a program called A.P.P.L.E.S. (Accomplished Professional Practices for Lee Educational System). The goal of this program is to retain the most promising teachers, foster self-assessment/reflection, improve instructional practice, model professionalism, offer professional growth, and famililarize new teachers with district and state initiatives. New teachers are paired with trained experienced teachers to complete the 1-2 year program. This program has been in place since 1997 and has been successful at helping new teachers learn the "Lee County" way of professionalism.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Fort Myers High ensures that all core instructional programs and materials offered at the school are aligned to state standards by following the direction of the state and our local School Board. Fort Myers ensures that standards are being followed in a variety of ways. For example, last school year the school conducted a Pre-School in-service on CPALMS which is a state managed website for teachers and its purpose is to support teachers with the implementation of their subject's standards. This in-service showed teachers how the website worked and where teachers could find the standards for the course they teach. Another way in which Fort Myers High ensures that school core instructional programs and materials are being aligned to Florida Standards is during Professional Learning Communities (PLC's) meeting times. In these groups our teachers constantly discuss what those standards mean, how those standards are meet with in their own classrooms and discuss various best practices in order to meet those standards. In the 2015 - 2016 school year, we intend to train all of our teachers on how to utilize the CASTLE standards tracker. This will give the teachers a very close look at each student and their progress on showing mastery of the standards in the course. Utilization of the CASTLE standards tracker is addressing the focus area of "driving decisions with data" on the district strategic plan.

Instructional Strategies

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

Fort Myers High has a diverse population of students and must be able to meet the needs of those students in order to make them lifelong learners. This is accomplished by providing trainings and support for teachers in order to meet our school's goal. This is evident since our school had a few teachers led a Pre-School in-service in Kagan Based Strategies which are designed to help those

diverse learners in a classroom. This in-service gave teachers the opportunity to learn Kagan Strategies that could be implemented into their classrooms seamlessly without distributing their daily routines. Another area in which our school supports diverse learners is through after school study sessions which are teacher run and are designed to help students who are struggling in core academic areas and to help those students who are looking for more enrichment activities on a topic. Reading instruction is differentiated through the use of Achieve 3000 online reading program. In the 2015 - 2016 school year, we intend to train all of our teachers on how to utilize the CASTLE standards tracker. This will give the teachers a very close look at each student and their progress on showing mastery of the standards in the course.

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

Strategy: Extended School Day

Minutes added to school year: 13,680

*FSA tutoring 4 days per week for 20 weeks, after school
*Alg EOC tutoring the last 2 weeks before test, after school
*Alg EOC summer camp 6 hours per day for 12 days

Strategy Rationale

There is no extra time during the school day for students to get extra help. This poses a problem for students that might be having trouble with a subject or crave enrichment activities. After school study sessions provide a time for students to obtain help from their teachers in mastering or furthering their knowledge of course work.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bernard, Misty, mistyjb@leeschools.net

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

State tests scores and gains compared to similar students of similar ability that did not take advantage of the extended learning day and year

Student Transition and Readiness

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

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

Fort Myers High provides guidance counselors to students who transition from one grade level to the next to ensure that those students are getting the required guidance to be successful in high school and ultimately beyond the doors of Fort Myers High. In addition to the continuing educational courses, the school's counselors have formed their own Professional Learning Community (PLC) to discuss student progression through the school and to make sure that students are getting the desired counseling to achieve success in college and eventually in the work force.

College and Career Readiness

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

To advance college and career awareness, Fort Myers High School offers the following:
- Career Academies which include career and technology education courses utilizing industry certification.
- OJT program that allows seniors to work off-campus part-time while still taking courses at the school during the day as well.
- Offering the PERT test which assesses post secondary readiness.

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

Fort Myers High School has two main CAPE academies. The Academies and their industry certification options are as follows:
Academy of Business and IT
Courses:
Administrative Assistant I & II – MS Word, MS Outlook, MS PowerPoint, MS Excel
Business Software Applications - MS Word, MS Outlook, MS PowerPoint, MS Excel
Intro to IT IB - MS Word, MS Outlook, MS PowerPoint, MS Excel
Intro to IT NON-IB - MS Word, MS Outlook, MS PowerPoint, MS Excel
Intro to IT PRE-IB - MS Word, MS Outlook, MS PowerPoint, MS Excel
Multimedia – Flash CS6, Photoshop CS6, Illustrator CS6
Foundations of Web Design – Dreamweaver CS6
Digital Design I, II, and III – Photoshop CS6, Illustrator CS6 InDesign
TV Production-Premier Pro
Finance Quick Books
Academy of Engineering and Design
Courses:
Engineering Technology I, II, and III – Solidworks Certificaiton
Drafting I - AutoCAD Associate Certification

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

Fort Myers High School has gone to great lengths to integrate career and technical education with academic courses in order to ensure that students will be fully prepared for life after high school. All incoming freshmen take Introduction to Information Technology to help those students to become better acquainted with various Microsoft programs (e.g. Word, PowerPoint, Excel…) which they will be using during high school and beyond.

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

Based on the data in the High School Feedback Report, Fort Myers High School scores well above the district and state averages in almost all of the categories that are represented in the report. The area where we could most improve is increase the percentage of students taking the PERT. This would help us see our students' level of college readiness. Students can also participate in after-school tutoring sessions in various subject to perform at or above post-secondary levels.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Fort Myers High School will increase student proficiency on the FSA Algebra I EOC from 49% to 51% by May 2016.

G2.   Teacher Engagement will increase at least .2% in the Q12 area of teacher opinions as measured by the FY16 Gallup Teacher Engagement Survey

G3.   100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by staff trainings and professional learning community minutes.

Strategic Goals Detail

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

G1. Fort Myers High School will increase student proficiency on the FSA Algebra I EOC from 49% to 51% by May 2016. 1a

G074114

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	51.0

Resources Available to Support the Goal 2

- CASTLE Standards Tracker

Targeted Barriers to Achieving the Goal 3

- Long-term sub in the classroom

- Student attendance issues

Plan to Monitor Progress Toward G1. 8

Algebra 1 Checkpoint Data

Person Responsible
Misty Bernard

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Checkpoint Data

G2. Teacher Engagement will increase at least .2% in the Q12 area of teacher opinions as measured by the FY16 Gallup Teacher Engagement Survey 1a

🔍 G074115

Targets Supported 1b

Indicator	Annual Target
5Es Score: Teacher Influence	0.2

Resources Available to Support the Goal 2

- - Leadership Team - FY15 and FY16 Gallup Teacher Engagement Survey

Targeted Barriers to Achieving the Goal 3

- The number of teachers on staff. - This can make it difficult to make sure every teacher's opinion is heard and discussed/entertained.

Plan to Monitor Progress Toward G2. 8

Distribute, collect, and analyze results from staff surveys and questionnaires.

Person Responsible

Matthew Bredenkamp

Schedule

Quarterly, from 8/24/2015 to 6/17/2016

Evidence of Completion

The evidence being collected will be used to make decisions within the school. Changed policies, procedures, etc. based on staff feedback will be evidence associated with progress toward this goal.

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by staff trainings and professional learning community minutes. 1a

Targets Supported 1b

🔑 G074116

Indicator	Annual Target
Developing Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- 1.District Support 2.Data Specialist 3.School Leaders 4.PLC 5.PBS (lowest 25% mentoring program) 6.MTSS 7.Highly Qualified Teachers 8.Parental Support 9.Highly motivated learners

Targeted Barriers to Achieving the Goal 3

- Varying experience with technology and data analysis. - Every individual teacher has their own skill set that may or may not involve utilizing software to analyze data.

Plan to Monitor Progress Toward G3. 8

Feedback from the teachers on their usage of the CASTLE Standards Tracker

Person Responsible
Matthew Bredenkamp

Schedule
Weekly, from 10/1/2015 to 6/17/2016

Evidence of Completion
Meeting notes/agendas and teacher usage surveys

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Fort Myers High School will increase student proficiency on the FSA Algebra I EOC from 49% to 51% by May 2016. 1

🔑 G074114

G1.B1 Long-term sub in the classroom 2

🔑 B193499

G1.B1.S1 Hired a full-time teacher in the classroom. 4

🔑 S205041

Strategy Rationale

The teacher is highly-qualified teacher with a track record of success.

Action Step 1 5

Advertised the position

Person Responsible

Misty Bernard

Schedule

On 11/30/2015

Evidence of Completion

Job Advertisement Records

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Interviews of candidates for the position

Person Responsible

Matthew Bredenkamp

Schedule

Quarterly, from 8/24/2015 to 10/30/2015

Evidence of Completion

Resumes and Interview Documents

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Checkpoint Data

Person Responsible

Misty Bernard

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data from the checkpoints

G1.B2 Student attendance issues 2

B193500

G1.B2.S1 Call home when students are absent and tardy 4

S205042

Strategy Rationale

Communicate with stakeholders

Action Step 1 5

The teachers call home when a student if failing a class and is not at school.

Person Responsible

Jamie Kirschner

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

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

Teachers and administrators will log phone calls to struggling students through general call logs

Person Responsible

Matthew Bredenkamp

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Call logs

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

Excessive absences are reviewed by school counselors and administration

Person Responsible

Jamie Kirschner

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Castle call logs and excessive absence data from FOCUS

G2. Teacher Engagement will increase at least .2% in the Q12 area of teacher opinions as measured by the FY16 Gallup Teacher Engagement Survey `1`

🔑 G074115

G2.B1 The number of teachers on staff. - This can make it difficult to make sure every teacher's opinion is heard and discussed/entertained. `2`

🔑 B193501

G2.B1.S1 Utilizing smaller groups (PLCs) gather teacher's opinions on current and future processes and procedures utilized in the school. `4`

🔑 S205043

Strategy Rationale

To create buy-in and gain other perspectives and/or views.

Action Step 1 `5`

Send out monthly surveys and/or questionnaires that let the teachers give detailed input on various initiatives implemented throughout the school.

Person Responsible

Misty Bernard

Schedule

Monthly, from 9/7/2015 to 6/17/2016

Evidence of Completion

Survey and/or questionnaire data

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

A survey schedule will be developed so that surveys will be done in consistent intervals.

Person Responsible

Misty Bernard

Schedule

Monthly, from 9/7/2015 to 6/17/2016

Evidence of Completion

The completed survey schedule.

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

The admin. team will review the results of each monthly survey.

Person Responsible

Misty Bernard

Schedule

Monthly, from 9/7/2015 to 6/17/2016

Evidence of Completion

Administration will keep a listing of changed processes and procedures due to discussing results from the surveys. Also, the results of the FY16 Gallup Teacher Engagement Survey.

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by staff trainings and professional learning community minutes. `1`

🔍 G074116

G3.B1 Varying experience with technology and data analysis. - Every individual teacher has their own skill set that may or may not involve utilizing software to analyze data. `2`

🔍 B193502

G3.B1.S1 - Hold training for administration and other school leaders on the CASTLE Standards Tracker. `4`

🔍 S205044

Strategy Rationale

Providing proper support for software utilization is essential for every staff member to become comfortable with it. If all teachers are using the CASTLE standards tracker to it's fullest potential, teachers will have a much better grasp as to how their students are progressing with their students.

Action Step 1 `5`

Admin/School Leader Training on CASTLE Standards Tracker

Person Responsible

Matthew Bredenkamp

Schedule

On 9/30/2014

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Admin will meet to review training materials and notes from training.

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 9/7/2015 to 6/17/2016

Evidence of Completion

PLC Meeting Agenda and Summary

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Teacher Utilization Survey

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 8/27/2014 to 5/31/2015

Evidence of Completion

Leadership training notes.

G3.B1.S2 - Admin and other school leaders will then train the teachers on utilizing the standards tracker and analyzing the data on a professional duty day. `4`

🔍 S205045

Strategy Rationale

Providing proper support for software utilization is essential for every staff member to become comfortable with it. If all teachers are using the CASTLE standards tracker to it's fullest potential, teachers will have a much better grasp as to how their students are progressing with their students.

Action Step 1 `5`

Teachers to be trained on the CASTLE Standards Tracker

Person Responsible

Matthew Bredenkamp

Schedule

On 10/30/2015

Evidence of Completion

Meeting Agenda and Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Leadership will monitor by regularly (weekly) visiting each PLC group and discussing utilization progress with individual teachers.

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 9/7/2015 to 6/17/2016

Evidence of Completion

PLC group agenda and training notes.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Utilization surveys as well as data analysis within PLCs using the CASTLE Standards Tracker.

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 9/7/2015 to 6/17/2016

Evidence of Completion

Utilization survey data and PLC notes/agenda.

G3.B1.S3 - Support will be provided by administration and other school leaders as teachers need help utilizing the standards tracker. Various catch-up sessions and remedial training will be offered throughout the year. 4

Strategy Rationale

S205046

Providing proper support for software utilization is essential for every staff member to become comfortable with it. If all teachers are using the CASTLE standards tracker to it's fullest potential, teachers will have a much better grasp as to how their students are progressing with their students.

Action Step 1 5

Teachers to be provided remedial training as needed

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 11/1/2015 to 6/17/2016

Evidence of Completion

Training Materials, Meeting Agendas and Notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Training schedule will be set up weekly.

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 9/7/2015 to 6/17/2016

Evidence of Completion

Remedial training schedule for the CASTLE Standards Tracker.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Utilization surveys as well as data analysis within PLCs using the CASTLE Standards Tracker.

Person Responsible

Matthew Bredenkamp

Schedule

Weekly, from 9/7/2015 to 6/17/2016

Evidence of Completion

Utilization survey data and PLC notes/agenda.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Advertised the position	Bernard, Misty	11/30/2015	Job Advertisement Records	11/30/2015 one-time
G1.B2.S1.A1	The teachers call home when a student if failing a class and is not at school.	Kirschner, Jamie	8/24/2015		6/10/2016 weekly
G2.B1.S1.A1	Send out monthly surveys and/or questionnaires that let the teachers give detailed input on various initiatives implemented throughout the school.	Bernard, Misty	9/7/2015	Survey and/or questionnaire data	6/17/2016 monthly
G3.B1.S1.A1	Admin/School Leader Training on CASTLE Standards Tracker	Bredenkamp, Matthew	9/22/2014	Meeting notes	9/30/2014 one-time
G3.B1.S2.A1	Teachers to be trained on the CASTLE Standards Tracker	Bredenkamp, Matthew	10/1/2015	Meeting Agenda and Notes	10/30/2015 one-time
G3.B1.S3.A1	Teachers to be provided remedial training as needed	Bredenkamp, Matthew	11/1/2015	Training Materials, Meeting Agendas and Notes	6/17/2016 weekly
G1.MA1	Algebra 1 Checkpoint Data	Bernard, Misty	8/24/2015	Checkpoint Data	6/10/2016 quarterly
G1.B1.S1.MA1	Checkpoint Data	Bernard, Misty	8/24/2015	Data from the checkpoints	6/10/2016 quarterly
G1.B1.S1.MA1	Interviews of candidates for the position	Bredenkamp, Matthew	8/24/2015	Resumes and Interview Documents	10/30/2015 quarterly
G1.B2.S1.MA1	Excessive absences are reviewed by school counselors and administration	Kirschner, Jamie	8/24/2015	Castle call logs and excessive absence data from FOCUS	6/10/2016 weekly
G1.B2.S1.MA1	Teachers and administrators will log phone calls to struggling students through general call logs	Bredenkamp, Matthew	8/24/2015	Call logs	6/10/2016 daily
G2.MA1	Distribute, collect, and analyze results from staff surveys and questionnaires.	Bredenkamp, Matthew	8/24/2015	The evidence being collected will be used to make decisions within the school. Changed policies, procedures, etc. based on staff feedback will be evidence associated with progress toward this goal.	6/17/2016 quarterly
G2.B1.S1.MA1	The admin. team will review the results of each monthly survey.	Bernard, Misty	9/7/2015	Administration will keep a listing of changed processes and procedures due to discussing results from the surveys. Also, the results of the FY16 Gallup Teacher Engagement Survey.	6/17/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	A survey schedule will be developed so that surveys will be done in consistent intervals.	Bernard, Misty	9/7/2015	The completed survey schedule.	6/17/2016 monthly
G3.MA1	Feedback from the teachers on their usage of the CASTLE Standards Tracker	Bredenkamp, Matthew	10/1/2015	Meeting notes/agendas and teacher usage surveys	6/17/2016 weekly
G3.B1.S1.MA1	Teacher Utilization Survey	Bredenkamp, Matthew	8/27/2014	Leadership training notes.	5/31/2015 weekly
G3.B1.S1.MA1	Admin will meet to review training materials and notes from training.	Bredenkamp, Matthew	9/7/2015	PLC Meeting Agenda and Summary	6/17/2016 weekly
G3.B1.S2.MA1	Utilization surveys as well as data analysis within PLCs using the CASTLE Standards Tracker.	Bredenkamp, Matthew	9/7/2015	Utilization survey data and PLC notes/ agenda.	6/17/2016 weekly
G3.B1.S2.MA1	Leadership will monitor by regularly (weekly) visiting each PLC group and discussing utilization progress with individual teachers.	Bredenkamp, Matthew	9/7/2015	PLC group agenda and training notes.	6/17/2016 weekly
G3.B1.S3.MA1	Utilization surveys as well as data analysis within PLCs using the CASTLE Standards Tracker.	Bredenkamp, Matthew	9/7/2015	Utilization survey data and PLC notes/ agenda.	6/17/2016 weekly
G3.B1.S3.MA1	Training schedule will be set up weekly.	Bredenkamp, Matthew	9/7/2015	Remedial training schedule for the CASTLE Standards Tracker.	6/17/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by staff trainings and professional learning community minutes.

G3.B1 Varying experience with technology and data analysis. - Every individual teacher has their own skill set that may or may not involve utilizing software to analyze data.

G3.B1.S1 - Hold training for administration and other school leaders on the CASTLE Standards Tracker.

PD Opportunity 1

Admin/School Leader Training on CASTLE Standards Tracker

Facilitator

Administrators will request that each teacher within any given PLC should evaluate their student's data and determine where growth can be addressed.

Participants

Admin and School Leaders

Schedule

On 9/30/2014

G3.B1.S2 - Admin and other school leaders will then train the teachers on utilizing the standards tracker and analyzing the data on a professional duty day.

PD Opportunity 1

Teachers to be trained on the CASTLE Standards Tracker

Facilitator

Administration

Participants

Teaching Staff

Schedule

On 10/30/2015

G3.B1.S3 - Support will be provided by administration and other school leaders as teachers need help utilizing the standards tracker. Various catch-up sessions and remedial training will be offered throughout the year.

PD Opportunity 1

Teachers to be provided remedial training as needed

Facilitator

Administration

Participants

Teaching Staff

Schedule

Weekly, from 11/1/2015 to 6/17/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Advertised the position	$0.00
2	G1.B2.S1.A1	The teachers call home when a student if failing a class and is not at school.	$0.00
3	G2.B1.S1.A1	Send out monthly surveys and/or questionnaires that let the teachers give detailed input on various initiatives implemented throughout the school.	$0.00
4	G3.B1.S1.A1	Admin/School Leader Training on CASTLE Standards Tracker	$0.00
5	G3.B1.S2.A1	Teachers to be trained on the CASTLE Standards Tracker	$0.00
6	G3.B1.S3.A1	Teachers to be provided remedial training as needed	$0.00
		Total:	$0.00