

The School District of Lee County

Fort Myers Middle Academy



2015-16 School Improvement Plan

Fort Myers Middle Academy

3050 CENTRAL AVE, Fort Myers, FL 33901

<http://fmm.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	84%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	D

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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

To provide a quality learning environment that prepares our students for success in high school, post-secondary education, and future careers. This mission will be accomplished through high expectations, relevant and engaging learning experiences, multiple opportunities to learn, and parental and community involvement.

Provide the school's vision statement

Excellence in college and career preparation.

School Environment

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

Fort Myers Middle Academy (FMMA) has strong ties to the local community, and strong relationships with its families. Over half of the students that attend FMMA, live within a two mile radius of the school. FMMA currently has a Parent Involvement Specialist that works with our students, and families. The goal of this position is to intimately get to know every family who sends a child to FMMA. The individual selected to fill this position has deep and strong ties to the community, which helps FMMA learn about the cultures in our community, and strengthens relationships. The Parent Involvement Specialist is responsible for collaborating parent teacher conferences.

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

At FMMA, administration, staff, and security work together to provide a safe and orderly environment throughout the day. Access to the campus is limited to the main entrance only. Before school, staff members have duties to be in security areas when the students first come on campus. During the school day, staff members are required to stand at their door to monitor hallways and welcome the students to class. After school, we have Homework Huddle, where teachers stay to help students with the homework due the following day.

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

Students are expected to follow the Code of Conduct at all school activities, including off-campus school sponsored activities such as: field trips, sports, competition. FMMA is a Positive Behavior System (PBS) school. Positive Behavior is rewarded through the use of our Choosing Excellence stamp cards. Positive behavior is reinforced. Students are able to exchange Choosing Excellence stamps for quarterly celebrations. Since implementation of PBS, students referrals have been reduced by over forty (40) percent.

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

FMMA uses many different resources to provide counseling of all of the students needs inside and outside of the school environment. The school counselor helps students make decisions on classes to prepare for the future. Exceptional Student Education (ESE) service providers support, and coach appropriate behaviors as well as the Intervention Specialist. Teachers also mentor students and ensure students needs are being met. The Parent Involvement Specialist works with the parents to ensure that the community needs are met and that we work with the neighborhood to ensure safety of all of our students to and from home. School, and business partnerships provide additional opportunities for mentoring.

Early Warning Systems

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

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

At FMMA we have a number of early warning systems in place to address issues related to discipline, absenteeism, and students with academic deficiencies. Students behavior is monitored through a Positive Behavior System Tracker. Teachers document students behavior and parent contact is made after the second offense. FMMA utilizes our social worker and parent involvement specialist to monitor students attendance. Teachers also utilize Parentlink, hold parent teacher conferences and make phone calls home to students who are falling behind both with assignments and assessments.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	25	24	28	77
Course failure in ELA or Math	8	18	2	28
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

At FMMA, MTSS is utilized to provide needed academic/behavioral interventions. This assists students, and ensures students will receive the support necessary to succeed. FMMA also has dedicated ESE staff members who work with students in need of extra support. Those staff members communicate regularly with teaching staff to ensure that the student are given the opportunity to succeed while in class. If extra assistance is needed with those students, the staff members can provide one-on-one, and small-group instruction to address areas of weakness.

Homework Huddle is a special program started at FMMA. Homework is given on designated days (ie Social Studies on Monday, Science on Weds) and students are invited to come to the library for 80 minutes, Monday-Thursday, to receive extra help for the homework assigned that day. This works to extend engagement time at the school for an additional 80 minutes as well as to provide one-on-one

help to students who may be struggling with their assignments. Lastly, it helps to reduce the SES gap that is present with regard to homework completion rates and helps to again make homework a powerful tool in the FMMA teacher arsenal.

Additionally, the teaching staff at FMMA communicates with parents at several key points in the quarter. After the first three weeks of the quarter, teachers review students grades. If a student has either 'D' or an 'F', teachers will review the cause, make contact with the parent, and review possible interventions. If at the six week mark, a students still has either a 'D', or an 'F', educators will contact the parent once again, and make a referral to the school counselor. If a student still has either a 'D', or 'F', at the eight week mark, a mandatory parent conference will be scheduled. Interims are also provided every three weeks. This process help to reduce the percentage of course failures by the end of the semester/year.

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
Schuyler, Ron	Principal
Washington-Knight, Toni	Assistant Principal
Fitzpatrick, Denise	Assistant Principal
Buehler, Nathan	SAC Member
McKisson, Katherine	SAC Member

Duties

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

The Intervention Support Specialist (ISS) schedules meetings as necessary to analyze school, and or student progress data. Data is used to identify students in need of further academic/behavioral support. The ISS regularly communicates student progress/concerns with the school based leadership team. The ISS also ensures that students are receiving interventions, according to the multi-tiered system of student supports. The team uses the five step problem solving process as outlined in the district's MTSS Manual.

The Classroom teacher is expected to keep ongoing progress monitoring notes in the MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, FMMA progress monitoring reports, and anecdotal notes). Monitoring notes are filed in cumulative folder at the end of each school year, or prior to the student transferring/withdrawing. Classroom teachers are expected to attend MTSS Team meetings to collaborate with others, regarding struggling students. The classroom teacher implements recommended MTSS interventions, and deliver instructional interventions with fidelity.

The Reading Coach attends MTSS Team meetings, trains teachers regarding interventions, progress monitoring, and differentiated instruction. The Reading Coach implements supplemental, and intensive interventions, maintains progress monitoring notes, and anecdotal notes of interventions implemented. The Reading Coach will administer screenings, and collect school-wide data for the team to use in determining at risk students.

Administration facilitates implementation of the MTSS problem solving process, provide and coordinate valuable and continuous professional development, assign paraprofessionals to support MTSS implementation when possible, and attend MTSS meetings to be active in the MTSS change

process. Administration conducts classroom walkthroughs to monitor fidelity
The School Counselor schedules and attend MTSS meetings, maintains log of all students involved in the MTSS process, disseminates parent invitations, completes all necessary paperwork, and conducts social developmental history interviews when requested.

The School Psychologist attends MTSS meetings on select students receiving supplemental supports, and all students receiving intensive support. The School Psychologist monitors the data collection process for fidelity, reviews and interprets the process for fidelity, collaborates with MTSS team on effective instruction, and specific interventions, and incorporates MTSS data when making potential ESE eligibility decisions

ESE Teacher

-Consult with MTSS team regarding intensive interventions

-Incorporate MTSS data when making eligibility decisions

Social Worker

-Attend MTSS team meetings when requested

-Conduct social developmental history interviews and share with team

ESOL Representative

-Attend all MTSS team meetings for identified ELL students, advising and completing LEP paperwork

-Provide ELL interventions at all tiers

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 Middle Academy addresses the Multi-Tiered System of Support through a systematic process. Details are listed in prompt number 2.

The MTSS Problem-Solving Team for Fort Myers Middle Academy consists of the following members:

Tamara Wilson- School Intervention Specialist

Monique Campbell - School Counselor

Ron Schuyler - Principal

Denise Fitzpatrick- Assistant Principal

Toni Washington-Knight- Assistant Principal

Helen Davis - District Instructional Support, TIF Coordinator

TIF- Theresa Bulanda

TIF- Angela Edmonds

TIF- Jacklyn Few

Nancy Ledbetter- Reading Coach

Curtis McCarter - Parent Involvement

Katherine McKisson - ESE

Maurice Gilmore - Social Worker

Classroom teacher- Brittany Collins

Parents

Title I, Title II, Title III and SAI programs coordinate through the SIP process. School improvement plans are written to ensure compliance with all local, state, and federal regulations. After careful examination of our students' educational and social needs, administrators and staff determine programs specific for meeting their academic needs. The School Improvement Plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support Fort Myers Middle Academy.

Our school coordinates health services, emotional support, and other social needs to support our school families. The district Health Services, Interventions Department, Food Services Department, Student Services Department, and ESE Departments are all a critical dimension of this collaborative

effort. Multiple business partnerships provide opportunities for continued student development. As part of the School Advisory Council, parents are included in this planning process. School improvement plans are written to ensure compliance with all local, state, and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval.

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards.

SAI is used to provide unique learning experiences at Fort Myers Middle Academy. Our SAI plan has been aligned with the School District's goals and core values and the school improvement plan through increasing instructional time in reading and writing across content areas and grade levels. FMMA targets our bottom 25% quartile students and our free and reduced lunch, minority, and ELL subgroups. Teachers will provide enrichment opportunities for students that are experiencing academic difficulties.

Bullying prevention programs are offered through the District. Teachers are required to complete an annual bully prevention online course. This course is designed to assist teachers with developing strategies in order to prevent this type of violence. In an effort of continuous improvement the district has retained the services of an expert in Rtl, PBS, MTSS and other classroom management strategies.

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered electronic free and reduced lunch applications throughout the year. All students are offered free breakfast at Fort Myers Middle Academy.

Fort Myers Middle Academy provides extensive opportunity for Career and Technical Education including Industry Certification, college prep courses, and hybrid learning opportunities for personalized education.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ron Schuyler	Principal
Toni Washington-Knight	Principal
Nathan Buehler	Teacher
Katherine McKisson	Teacher
Denise Fitzpatrick	Principal

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

[On the Agenda to be discussed at September 25th SAC meeting.]

Development of this school improvement plan

The School Advisory Council of Fort Myers Middle Academy offers a unique role in the development of the school improvement plan. Each member plays a vital part in providing feedback and suggestions as it relates to the goals and objectives of Fort Myers Middle Academy. Final decision making relating to the implementation of the provisions of the annual School Improvement Plan is done so through SAC. Furthermore, the council assists in the evaluation of the School Improvement Plan (SIP) and in the preparation of the school's annual budget. Once the plan is complete, it is voted upon by SAC for final approval and shared with all staff members as a final document.

Preparation of the school's annual budget and plan

Title I, Title II, Title III and SAI programs coordinate through the SIP process. School improvement plans are written to ensure compliance with all local, state, and federal regulations. After careful examination of our students' educational and social needs, administrators and staff determine programs specific for meeting their academic needs. The School Improvement Plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support Fort Myers Middle Academy. Our school coordinates health services, emotional support, and other social needs to support our school families. The district Health Services, Interventions Department, Food Services Department, Student Services Department, and ESE Departments are all a critical dimension of this collaborative effort. Multiple business partnerships provide opportunities for continued student development. Funding for Fort Myers Middle Academy Professional Development Plan, Title II, school district consultant contracts and Title I. The focus for 2015-2016 professional development at Fort Myers Middle Academy is aligned to several school initiatives to include; Renzulli Schoolwide Enrichment Model, Classroom Management, Choosing Excellence, varied national conferences, AVID strategies, content area writing, and Performance Matters data tools. Professional development is offered to teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. School improvement plans are written to ensure compliance with all local, state, and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials.

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. SAI is used to provide unique learning experiences at Fort Myers Middle Academy. Our SAI plan has been aligned with the School District's goals and core values and the school improvement plan through increasing instructional time in reading and writing across content areas and grade levels. FMMA targets our bottom 25% quartile students and our free and reduced lunch, minority, and ELL subgroups. Teachers will provide enrichment opportunities for students that are experiencing academic difficulties. Bullying prevention programs are offered through the District. Teachers are required to complete an annual bully prevention online course. This course is designed to assist teachers with developing strategies in order to prevent this type of violence. In an effort of continuous improvement the district has retained the services of an expert in RtI, PBS, MTSS and other classroom management strategies. Food and Nutrition Services offers healthy meals to all students. All students are offered free breakfast and lunch.

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

The projected use of school improvement funds for Fort Myers Middle Academy will be aimed towards increasing student literacy. Reading is essential to success in all subject areas. Therefore, the increased usage of our school library will support students' in building a better literacy foundation. Classroom libraries are also important in providing greater opportunities for students to become skilled readers. Therefore, our projected use of school improvement funds will be spent on increasing the literacy inventory. Purchases include:

- * increasing the library resources 50% of total funds
- * providing updated supplemental materials for core classes 25% of total funds
- * nonfiction reading materials to support core academic areas 25 % of total funds

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
Fitzpatrick, Denise	Assistant Principal
Schuyler, Ron	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will implement a school wide focus on reading and writing strategies across all content areas. Strategies include words walls, common board configuration, Cornell Notes, AVID WICOR, Mindset, Ripple Writes, Friday school-based PD, TIF Teachers and Coordinator, Development of media collection, Brainology, Professional Learning Communities, 7-period schedule with common planning, Chromebooks, TeenBiz, Brain POP, Extended day tutoring for ELL, Schoolwide academic binder initiative, Scholastic weekly reader, AVID current events, IPOD Touch Labs, and IPAD Minis.

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

All departments attend weekly Professional Learning Communities (PLC). PLC's are organized into subject areas: Science, Math, ELA, Reading, Social Studies, and Electives. In addition, once a month grade-level PLC's meet as well. PLC's are used to do the following: lesson planning, common assessments, sharing best practices, data analysis and the resulting targeted instruction for intervention as well as enrichment.

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

1. Partnering new teachers with veteran teacher. This is on-going throughout the school year.
2. Lead teachers work closely with new teachers and meet with new teachers regularly to address concerns, issues, challenges, and new procedures. This is on-going throughout the school year.
3. Technology training regarding the use of Focus, Castle, Parentlink, Performance Matters, OnCourse Lesson Planner, and Microsoft Outlook will be addressed throughout the school year.
4. Regular meetings of grade-level teams and department also support new teachers as they become acclimated to school and district procedures.
5. New teachers are provided opportunities to visit effective teachers classrooms in order to observe best practices in action.
6. Campus instructional leaders open their classrooms for observations and modeling of instructional strategies.
7. Principal attends local/state/national recruitment fairs throughout the year.

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

In alignment with the District's New Teacher's Program, Developing Professionals (DP) are enrolled in the Accomplished Professional Practices for Lee Educational System (APPLES) Program. The goal of the program is retain the most promising teachers, foster self-assessment, improve instructional practice, model professionalism, offer professional growth opportunities, and familiarize new teachers with state, and district initiatives.

APPLES mentor teachers are paired with developing professionals to orient the new teacher with school based functions, conduct formative observations, meet frequently to discuss challenges, and celebrate successes. The Goldhammer Model is utilized which consists of: pre-observation conference, observation and analysis, strategy session, post-conference, and post-conference analysis.

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

One major focus of the classroom environment is the common board configuration. All classrooms display a common board, which includes the daily objective, and how the lesson aligns with current/or equivalent Florida standards. Educators also submit weekly lesson plans to be reviewed by administration. Administration also conducts classroom walkthroughs, and formal evaluations to ensure that the standards are being taught. Educators meet during their common planning to discuss data/best practices in the classroom.

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

Teachers are using weekly formative assessments to monitor the students learning gains towards specific standards. The teachers then use the assessment data that is directly tied into standards to see which students understood the material that was taught. If the student does not meet the minimum requirement for the assessment, the standard is re-taught and tested again the following week. We also use TIF teachers and coaches to make up the assessments and pull out students for small group instruction when needed.

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

Strategy: After School Program

Minutes added to school year: 0

Fort Myers Middle Academy offers after school programs for all students. These programs include research based strategies to help increase academic skills. Strategies include:

1. Afterschool Extended Learning

* Homework Huddle: 80 minutes of after-school help that is aligned with the subject area that assigned HW that day in school, which is a set schedule every week.

*Small group tutoring for English Language Learners to assist in language acquisition

*Small group math enrichment for students scoring a level 3 or higher on the FCAT 2.0 math assessment

*Small group science labs for all students

*Enrichment Camps offered during Spring and Summer school breaks

2. Online Learning Lab

*Fort Myers Middle Academy also offers hybrid courses aimed at supporting learners who meet and/or exceed state standards in reading; Spanish, Digital Design, Reading, and PE.

*Students are afforded the opportunity to enroll in virtual courses/internet based learning in conjunction with their traditional courses.

3. Master Schedule

*Fort Myers Middle Academy has a seven period day which allows for students to spend time with each subject area each day. This will lessen the instruction time lost from a rotating block schedule, as it is often necessary to review what was covered during the previous class because it has been 48 hours or longer since the students last were in class.

4. Brainology

*Brainology is an online, interactive program that teaches the scientific basis of a growth mindset. It teaches students how the brain works and how it grows stronger with active effort. It also provides students with learning strategies that will help them develop their intellectual capabilities, and why those strategies work, based upon the way the brain learns. This program is based upon the work of Dr. Carol Dweck, and her book Mindsets.

Strategy Rationale

*This strategy will extend the time of engagement students have per day and provide them with one-on-one support to complete their work after school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Schuyler, Ron, ronaldks@leeschools.net

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

1. student attendance rates
2. pre/post-assessments
2. individual student passing rate
3. student performance outcomes
4. student/teacher engagement survey

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

Part of FMMA's vision is to ensure that every student who spends their entire middle school years at FMMA is prepared to meet the academic and social demands of high school. FMMA cannot control what students come through its doors, nor the education those students received before coming to FMMA, but FMMA can control progress made in those three years.

Homework Huddle is offered to students after school, four days a week. The program is designed to assist students with the homework they receive support from their assigned academic class. Each core content area assigns homework on a designated evening. Students are able to receive tutoring and/or help with their homework from subject-area teachers. This has increased the rates at which students turn in homework, comprehension of the material, and implementation of skills in the following days' class.

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

Fort Myers Middle Academy provides several academic, and career planning courses which engage our students in developing a relationship between varied subjects and the relevance to their future. FMMA offers advanced placement courses, and classes which students can earn high school credit. For the second year, an online hybrid learning lab supports the needs of personalized learning for high achieving students.

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

Fort Myers Middle Academy prepares students for the career academies at the high school level. All of our 8th grade students participate in a career technology class which includes a career component. This component helps students realize the relationship between subjects and relevance to their future. We also promote a Job Jamboree each spring which brings local colleges and universities as well as businesses on campus for an expo style event. An established AVID Program, a college readiness curriculum, is available to all students.

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

Academic classrooms infuse career awareness into lessons on a regular basis. Further, we offer a Business Keyboarding class in which lessons are designed to help students learn to use computer technology to enhance their academic achievement in other classrooms. Examples include using web resources to create timelines, search the Internet, complete projects and more.

Teachers are expected to integrate careers into their lessons. For example, if language arts students are writing an argumentative paper, that paper could be to persuade the reader why one college is better than another. And, we do strive to bring in a host of guest professionals from STEM careers that share with students information about their careers such as salary range, job market outlook, and training needed.

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

At FMMA, we have placed a huge emphasis on the Literacy needs of our student population, which historically, have been quite high. This helps to address one of the main issues county-wide, state-wide, and nationwide, which is low literacy rates.

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

- G2.** Teacher engagement will increase at least .2% in the Q12 area of Q03: At work, I have the opportunity to do what I best every day, as measured by the FY16 Gallup Teacher Engagement Survey.

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

G074358

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	37.0
5Es Score: Collaborative Teachers	37.0
5Es Score: Instructional Leadership	37.0

Resources Available to Support the Goal 2

- On-site School Technology Specialist Trained district support personnel Current teachers who have piloted the program Academic coaches Department heads Administration Professional Learning Communities Collaboration On-site training Access to technology

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of the CASTLE program.
- No current support or designated on-site help for the CASTLE program.

Plan to Monitor Progress Toward G1. 8

The SIP Committee will resend the teacher CASTLE survey in December to gauge how teachers responded to professional development. The SIP Committee will meet with administration to discuss the results of the survey and plan any additional professional development if needed.

Person Responsible

Denise Fitzpatrick

Schedule

On 12/2/2015

Evidence of Completion

The SIP Committee will collect and present the results of the teacher CASTLE survey to administration as documented in meeting minutes.

G2. Teacher engagement will increase at least .2% in the Q12 area of Q03: At work, I have the opportunity to do what I best every day, as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074359

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0
5Es Score: Quality PD	20.0
5Es Score: Teacher-Principal Trust	37.0

Resources Available to Support the Goal 2

- Resources available: • Classroom teachers • TIF teachers • Academic coaches • Common planning • Department PLCs • District personnel support • Technology • Title 1 • Parent Involvement Specialist • Security Specialists • ESOL Paraprofessionals • Teacher surveys

Targeted Barriers to Achieving the Goal 3

- Limited time

Plan to Monitor Progress Toward G2. 8

The SIP Committee in conjunction with the department heads, will gauge teacher feedback during the weekly PLC meetings.

Person Responsible

Nathan Buehler

Schedule

On 2/29/2016

Evidence of Completion

For each PLC the SIP Committee will provide the department heads with targeted questions that will gauge how staff felt about the previous, current, and upcoming professional developments opportunities and how it has supported their own teaching style. These results will be communicated to administration as documented in the SIP meeting minutes.

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

 G074358

G1.B1 Teachers have limited knowledge of the CASTLE program. **2**

 B194106

G1.B1.S1 Provide teachers with on-site professional development on how to use the CASTLE program.

4

 S205622

Strategy Rationale

If teachers understand how to use the program they will be able to effectively track the standards and use CASTLE for progress monitoring.

Action Step 1 **5**

Provide teachers with on-site professional development to use the CASTLE system before November 2nd, 2015.

Person Responsible

Denise Fitzpatrick

Schedule

On 11/2/2015

Evidence of Completion

The SIP Committee and Administration will meet to review the results of a teacher survey and determine if more CASTLE professional development is needed.

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

Dr. Fitzpatrick will ensure that professional development for ALL teachers on the use of CASTLE has occurred on or before October 16th, 2015.

Person Responsible

Denise Fitzpatrick

Schedule

On 10/16/2015

Evidence of Completion

Teacher sign in sheets from professional development.

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

Dr. Fitzpatrick will ensure that the SIP Committee and Administrators have meet by November 2nd, 2015 to review the results of the CASTLE teacher survey and plan of additional support if needed.

Person Responsible

Denise Fitzpatrick

Schedule

On 11/2/2015

Evidence of Completion

Minutes from the SIP Committee meeting with Administration.

G1.B2 No current support or designated on-site help for the CASTLE program. 2

B194107

G1.B2.S1 Create a designated on-site trainer for the CASTLE program. 4

S205623

Strategy Rationale

If teachers have an easy resource for help, they will feel more comfortable using the program.

Action Step 1 5

Send a designated staff member to a higher level district training so they are comfortable enough to train on-site staff on the use of the the CASTLE program.

Person Responsible

Denise Fitzpatrick

Schedule

On 9/30/2015

Evidence of Completion

Completed professional development by a designated staff member.

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

Once we have an on-site CASTLE expert, we will only monitor to ensure that member is properly fulfilling their duties of supporting all teachers in the use of the CASTLE program.

Person Responsible

Denise Fitzpatrick

Schedule

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

Evidence of Completion

Dr. Fitzpatrick will gauge CASTLE standards tracking from teachers during the weekly PLC meetings.

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

Once we have an on-site CASTLE expert, we will only monitor to ensure that member is properly fulfilling their duties of supporting all teachers in the use of the CASTLE program.

Person Responsible

Denise Fitzpatrick

Schedule

Weekly, from 9/18/2015 to 6/1/2016

Evidence of Completion

Dr. Fitzpatrick will gauge CASTLE standards tracking from teachers during the weekly PLC meetings.

G2. Teacher engagement will increase at least .2% in the Q12 area of Q03: At work, I have the opportunity to do what I best every day, as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074359

G2.B1 Limited time 2

B194108

G2.B1.S1 Teacher survey to obtain data on teachers' needs and requests to ensure they have to opportunity to do what they do best. 4

S205624

Strategy Rationale

To give teachers an opportunity to build on personal strengths.

Action Step 1 5

Send out a survey to gauge what types of professional development would target areas of teacher interest.

Person Responsible

Nathan Buehler

Schedule

On 9/30/2015

Evidence of Completion

Mr. Buehler will compile the results of the survey and present it to the administration during

Action Step 2 5

Send out a survey to inquire what support, materials and/or trainings are needed for teachers to do what they do best.

Person Responsible

Schedule

On 10/12/2015

Evidence of Completion

Ms. McKisson will compile survey results and present to administration.

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

SIP committee will analyze results and determine what trainings or Professional Developments are needed to meet the requests of teachers.

Person Responsible

Katherine McKisson

Schedule

Evidence of Completion

Survey results

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

The SIP Committee in conjunction with the department heads, will gauge teacher feedback during the weekly PLC meetings.

Person Responsible

Katherine McKisson

Schedule

On 11/30/2015

Evidence of Completion

For each PLC the SIP Committee will provide the department heads with targeted questions that will gauge how staff felt about the previous, current, and upcoming professional developments opportunities and how it has supported their own teaching style. These results will be communicated to administration as documented in the SIP meeting minutes.

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	Provide teachers with on-site professional development to use the CASTLE system before November 2nd, 2015.	Fitzpatrick, Denise	9/18/2015	The SIP Committee and Administration will meet to review the results of a teacher survey and determine if more CASTLE professional development is needed.	11/2/2015 one-time
G1.B2.S1.A1	Send a designated staff member to a higher level district training so they are comfortable enough to train on-site staff on the use of the the CASTLE program.	Fitzpatrick, Denise	9/18/2015	Completed professional development by a designated staff member.	9/30/2015 one-time
G2.B1.S1.A1	Send out a survey to gauge what types of professional development would target areas of teacher interest.	Buehler, Nathan	9/18/2015	Mr. Buehler will compile the results of the survey and present it to the administration during	9/30/2015 one-time
G2.B1.S1.A2	Send out a survey to inquire what support, materials and/or trainings are needed for teachers to do what they do best.		10/5/2015	Ms. McKisson will compile survey results and present to administration.	10/12/2015 one-time
G1.MA1	The SIP Committee will resend the teacher CASTLE survey in December to gauge how teachers responded to professional development. The SIP Committee will meet with administration to discuss the results of the survey and plan any additional professional development if needed.	Fitzpatrick, Denise	12/1/2015	The SIP Committee will collect and present the results of the teacher CASTLE survey to administration as documented in meeting minutes.	12/2/2015 one-time
G1.B1.S1.MA1	Dr. Fitzpatrick will ensure that the SIP Committee and Administrators have meet by November 2nd, 2015 to review the results of the CASTLE teacher survey and plan of additional support if needed.	Fitzpatrick, Denise	9/18/2015	Minutes from the SIP Committee meeting with Administration.	11/2/2015 one-time
G1.B1.S1.MA1	Dr. Fitzpatrick will ensure that professional development for ALL teachers on the use of CASTLE has occurred on or before October 16th, 2015.	Fitzpatrick, Denise	9/18/2015	Teacher sign in sheets from professional development.	10/16/2015 one-time
G1.B2.S1.MA1	Once we have an on-site CASTLE expert, we will only monitor to ensure that member is properly fulfilling their duties of supporting all teachers in the use of the CASTLE program.	Fitzpatrick, Denise	9/18/2015	Dr. Fitzpatrick will gauge CASTLE standards tracking from teachers during the weekly PLC meetings.	6/1/2016 weekly
G1.B2.S1.MA1	Once we have an on-site CASTLE expert, we will only monitor to ensure that member is properly fulfilling their duties of supporting all teachers in the use of the CASTLE program.	Fitzpatrick, Denise	10/1/2015	Dr. Fitzpatrick will gauge CASTLE standards tracking from teachers during the weekly PLC meetings.	6/1/2016 weekly
G2.MA1	The SIP Committee in conjunction with the department heads, will gauge teacher feedback during the weekly PLC meetings.	Buehler, Nathan	2/1/2016	For each PLC the SIP Committee will provide the department heads with targeted questions that will gauge how staff felt about the previous, current, and upcoming professional developments opportunities and how it has supported their own teaching style. These results will be communicated to administration as documented in the SIP meeting minutes.	2/29/2016 one-time
G2.B1.S1.MA1	The SIP Committee in conjunction with the department heads, will gauge teacher feedback during the weekly PLC meetings.	McKisson, Katherine	11/2/2015	For each PLC the SIP Committee will provide the department heads with targeted questions that will gauge how staff felt about the previous, current,	11/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and upcoming professional developments opportunities and how it has supported their own teaching style. These results will be communicated to administration as documented in the SIP meeting minutes.	
G2.B1.S1.MA1	SIP committee will analyze results and determine what trainings or Professional Developments are needed to meet the requests of teachers.	McKisson, Katherine	Survey results	one-time	

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.

G1. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G1.B1 Teachers have limited knowledge of the CASTLE program.

G1.B1.S1 Provide teachers with on-site professional development on how to use the CASTLE program.

PD Opportunity 1

Provide teachers with on-site professional development to use the CASTLE system before November 2nd, 2015.

Facilitator

TBD

Participants

TBD

Schedule

On 11/2/2015