

The School District of Lee County

Fort Myers Middle Academy



2016-17 Schoolwide Improvement Plan

Fort Myers Middle Academy

3050 CENTRAL AVE, Fort Myers, FL 33901

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fort Myers Middle Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

Our vision, at FMMA, is to ensure each child has the proper foundation towards college and career readiness.

2. School Environment

a. 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.

b. 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 homework due the following day. School security and staff are present on campus until all students are picked up from after school activities.

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

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 Intervention Support (PBIS) school. Positive Behavior is rewarded through the use of stamp cards. Students are able to exchange stamps for quarterly celebrations, school supplies, prizes, and special events. Staff professional development meetings on PBIS are offered once per month. During this meeting staff compare discipline data, review procedures and expectations, determine student time spent out of class due to discipline, review positive rewards given, and create/modify their plans for continuous improvement to reduce discipline and improve positive behavior. This year the school

changed their school-wide expectations from RIP, Respect, Involved learner, Prepared to WAVE, We show respect, Act responsibly, Value differences, and Excel in academics. This is the second full year for FMMA with a PBIS program. A PBIS committee has been formed with members from each department and grade level along with members of administration. The School Advisory Council chair, Mr. Buehler, will serve as the parent contact and communications representative for the PBIS program.

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

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. Community and business partnerships provide additional opportunities for mentoring.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	25	24	28	0	0	0	0	77
Course failure in ELA or Math	0	0	0	0	0	0	8	18	2	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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 helps to reduce the percentage of course failures by the end of the semester/year.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307792>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Academic teachers secure guest speakers which are brought in on a regular basis to speak to subject-appropriate classes about application of subject matter in the real-world as well as career possibilities in the field. Grade level and subject area teachers plan field trips. Many of FMMA students have never been outside city lines, and/or have not experienced many highlights that our community has to offer due to their socioeconomic status. These field trips help to expose our students to those sights and surroundings which serve to expand their thinking and their horizons.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Schuyler, Ron	Principal
Fitzpatrick, Denise	Assistant Principal
Buehler, Nathan	SAC Member

b. Duties

1. 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

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

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
Kelly Heinzman-Britton- 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
Andy Montalvo - ESE
Maurice Gilmore - Social Worker
AVID 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 RtI, 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ron Schuyler	Principal
Nathan Buehler	Teacher
Denise Fitzpatrick	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

[On the Agenda to be discussed at the August 31st SAC meeting.]

b. 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.

c. 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.

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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. All students are offered free breakfast and lunch.

2. 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:

- * 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fitzpatrick, Denise	Assistant Principal
Schuyler, Ron	Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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.

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

Strategy: 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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.

2. 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.

3. 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.

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

NA

B. Problem Analysis Summary

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

NA

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Fort Myers Middle Academy will frequently measure student academic progress using a variety of assessment procedures.
- G2.** Fort Myers Middle Academy will reduce suspensions from 14.56% to 11.56% by developing, and implementing a behavior management system.

Strategic Goals Detail

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

G1. Fort Myers Middle Academy will frequently measure student academic progress using a variety of assessment procedures. 1a

 G081343

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	45.0
Math Gains	47.0

Targeted Barriers to Achieving the Goal 3

- misalignment of instruction to state standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly Professional Development Opportunities
- Personnel (Coaching)
- Classroom Walkthroughs
- Monthly Walkabouts
- Professional Learning Communities
- Common Planning
- Variety of Assessment Procedures

Plan to Monitor Progress Toward G1. 8

We will know that we are frequently measuring student academic progress using a variety of assessment procedures through performance data, aggregated classroom observation data and professional development needs.

Person Responsible

Denise Fitzpatrick

Schedule

Quarterly, from 8/30/2016 to 6/6/2017

Evidence of Completion

Data results from teacher data chats, PLC data day, professional development attendance.

G2. Fort Myers Middle Academy will reduce suspensions from 14.56% to 11.56% by developing, and implementing a behavior management system. 1a

G081344

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	11.56

Targeted Barriers to Achieving the Goal 3

- lack of communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel
- Curriculum
- Weekly Professional Development

Plan to Monitor Progress Toward G2. 8

Overall suspension data in percentage form will be reviewed monthly at the PBIS meeting.

Person Responsible

Kelly Heinzman-Britton

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Monthly suspension data during the PBIS meetings.

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 Middle Academy will frequently measure student academic progress using a variety of assessment procedures. **1**

 **G081343**

G1.B1 misalignment of instruction to state standards **2**

 **B214874**

G1.B1.S1 Provide instructional guidance and materials aligned with state standards. **4**

 **S227085**

Strategy Rationale

There is a current mismatch between materials and what the state standards are asking our students to be able to do, understand, and know.

Action Step 1 **5**

Develop and implement a system that recognizes gaps between district mandated programs and state standard expectations with grade-level teachers with an outcome of strengthening the core.

Person Responsible

Ron Schuyler

Schedule

Quarterly, from 8/23/2016 to 5/16/2017

Evidence of Completion

Quarterly meeting notes with attendees names

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

Assistant Principal Fitzpatrick will attend the quarterly meeting and provide feedback to Principal Schuyler.

Person Responsible

Denise Fitzpatrick

Schedule

Quarterly, from 8/23/2016 to 5/16/2017

Evidence of Completion

Assistant Principal Fitzpatrick's name will be on the meeting minutes in the attendees sections.

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

We will know if our instructional guidance is successful when we see materials aligned with state standards so that there is a match between materials and what the state standards are asking our students to be able to do, understand, and know as measured by adjustments in instructional application of materials during learning walks.

Person Responsible

Denise Fitzpatrick

Schedule

Quarterly, from 8/23/2016 to 5/16/2017

Evidence of Completion

The results of the learning walks will be analyzed by developed categories and reported to the Administrative Team quarterly following the walks.

G2. Fort Myers Middle Academy will reduce suspensions from 14.56% to 11.56% by developing, and implementing a behavior management system. 1

G081344

G2.B1 lack of communication 2

B214875

G2.B1.S1 Provide instructional guidance, and professional development to implement the consistent use of a behavior management system. 4

S227086

Strategy Rationale

After reviewing discipline data, it is evident that teachers are lacking behavior management strategies, as well as instructional strategies to promote bell to bell instruction, effective transitions, and differentiation for numerous behavior plans.

Action Step 1 5

When processing referrals all parent contact information will be reviewed in the Castle student management system to ensure proper parent contacts and interventions were made/attempted before moving forward with discipline per the student code of conduct.

Person Responsible

Kelly Heinzman-Britton

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

All evidence will be contained within the Castle student management system.

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

When approving suspensions a review will be made to ensure that all proper documentation including behavior plans, multi tier systems of support, and contacts/attempts were made with the parent to correct the negative behavior.

Person Responsible

Kelly Heinzman-Britton

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

All evidence will be contained in the Castle student management system.

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

At the monthly Positive Behavior Intervention Support meetings we will review the suspension data and correlate the data to our behavior management system.

Person Responsible

Kelly Heinzman-Britton

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

We will use monthly statistics (in percentage form) in comparison to the previous school year. Despite our increased enrollment the percentage data will be effective in comparing our data to ensure we are on track to reduce our overall suspension rate to 11.56%.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M288840	We will know if our instructional guidance is successful when we see materials aligned with state...	Fitzpatrick, Denise	8/23/2016	The results of the learning walks will be analyzed by developed categories and reported to the Administrative Team quarterly following the walks.	5/16/2017 quarterly
G1.B1.S1.MA1 M288841	Assistant Principal Fitzpatrick will attend the quarterly meeting and provide feedback to Principal...	Fitzpatrick, Denise	8/23/2016	Assistant Principal Fitzpatrick's name will be on the meeting minutes in the attendees sections.	5/16/2017 quarterly
G1.B1.S1.A1 A288330	Develop and implement a system that recognizes gaps between district mandated programs and state...	Schuyler, Ron	8/23/2016	Quarterly meeting notes with attendees names	5/16/2017 quarterly
G2.MA1 M288845	Overall suspension data in percentage form will be reviewed monthly at the PBIS meeting.	Heinzman-Britton, Kelly	8/10/2016	Monthly suspension data during the PBIS meetings.	5/26/2017 monthly
G2.B1.S1.MA1 M288843	At the monthly Positive Behavior Intervention Support meetings we will review the suspension data...	Heinzman-Britton, Kelly	8/10/2016	We will use monthly statistics (in percentage form) in comparison to the previous school year. Despite our increased enrollment the percentage data will be effective in comparing our data to ensure we are on track to reduce our overall suspension rate to 11.56%.	5/26/2017 monthly
G2.B1.S1.MA1 M288844	When approving suspensions a review will be made to ensure that all proper documentation including...	Heinzman-Britton, Kelly	8/10/2016	All evidence will be contained in the Castle student management system.	5/26/2017 daily
G2.B1.S1.A1 A288331	When processing referrals all parent contact information will be reviewed in the Castle student...	Heinzman-Britton, Kelly	8/10/2016	All evidence will be contained within the Castle student management system.	5/26/2017 daily
G1.MA1 M288842	We will know that we are frequently measuring student academic progress using a variety of...	Fitzpatrick, Denise	8/30/2016	Data results from teacher data chats, PLC data day, professional development attendance.	6/6/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop and implement a system that recognizes gaps between district mandated programs and state standard expectations with grade-level teachers with an outcome of strengthening the core.	\$0.00
2	G2.B1.S1.A1	When processing referrals all parent contact information will be reviewed in the Castle student management system to ensure proper parent contacts and interventions were made/attempted before moving forward with discipline per the student code of conduct.	\$0.00
Total:			\$0.00